Annotated Bibliography of Research in the Teaching of English
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Research in the Teaching of English; Nov 2007; 42, 2; ProQuest Research Library
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Annotated Bibliography of Research in the Teaching of English

Richard Beach, Martha Bigelow, Deborah Dillon,
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Discourse/Cultural Analysis

CARTER, S. P. (2006). "She would've still made that face expression": The uses of multiple literacies by two African American young women. *Theory Into Practice, 45*(4), 352-358.

Analyzes the discourse practices and experiences of two African American female high school students in a traditional British Literature class. The young women established bonds through nonverbal communication (e.g., eye gaze) to assert their gendered, racial, and cultural identities in the face of dominant identities promoted in the classroom. This bond enabled the young women to withstand frequent assaults to their social and cultural identities and master the academics necessary to pass the class. Suggests that a multiliteracies approach would benefit students by drawing on their social and cultural resources for meaning making.

CHAPMAN, T. K. (2007). Interrogating classroom relationships and events: Using portraiture and Critical Race Theory in education research. *Educational Researcher, 36*(3), 156-162.

Argues that research methods of portraiture and Critical Race Theory (CRT) combine to provide an artful and conceptually rigorous approach to analyzing classroom events and relationships. Draws on research with a diverse group of high school students to demonstrate how portraiture and CRT work together to render rich descriptions of students' experiences within their social and political contexts that serve the larger goal of social action and transformation.

GODLEY, A. J., CARPENTER, B. D., & WERNER, C. A. (2007). "I'll speak in proper slang": Language ideologies in a daily editing activity. *Reading Research Quarterly, 42*(1), 100-131.

Analyzes language ideologies in grammar instruction during a daily editing activity (Daily Language Practice) in three urban, predominantly African American 10th-grade English classes. Finds that the editing activity represented language conventions as disconnected from context and meaning with Standard English as the only correct form. Discusses students who expressed alternate language ideologies through the editing activity, but argues that the potential for talk-

ing about a range of linguistic possibilities related to context and audience was limited by the activity.

JABAL, E., & RIVIÉRE, D. (2007). Subjection and adolescent performativity. *Discourse: Studies in the Cultural Politics of Education, 28*(2), 197-217.

Uses a fictional scenario of an exchange among three students in a suburban Canadian high school to challenge two prevalent constructs of identity as either internal (identity development) or external (social identity). Offers, instead, a view of identity in education related to the process of subject formation and the concept and method of performance. Argues that viewing identity through these lenses offers a way to bridge the disconnect between educational discourses of multiculturalism and lived realities of adolescents in schools. Ends with policy and practice implications for rethinking identity and multicultural education.

JONES, S. (2006). Language with an attitude: White girls performing class. *Language Arts, 84*(2), 114-124.

Draws on an ethnographic study of language, literacy, and identity among White working-poor girls. The girls used language that served them well in their home communities and in response to discriminatory conditions, but did not serve them well at school. In order to succeed in academic contexts, the girls had to employ hybrid language patterns and negotiate multiple identities.

LAM, W. S. E. (2006). Re-envisioning language, literacy, and the immigrant subject in new mediascapes. *Pedagogies, 1*(3), 171-195.

Examines the discourse practices of two immigrant youth who use Internet communication to mobilize transnational diasporic identities, create affinity spaces across geopolitical borders, and creatively produce and consume popular media. Argues that language and literacy education should include a critical component that contests stable constructs of language, culture, and nation.

ROGERS, R., & MOSLEY, M. (2007). Racial literacy in a second-grade classroom: Critical Race Theory, whiteness studies, and literacy research. *Reading Research Quarterly, 41*(4), 462-495.

Uses Critical Race Theory, whiteness studies, and critical discourse analysis to understand talk about race among second-grade white students and their teachers. Three moves characterized students' process of racial awareness: noticing whiteness, enacting white privilege, and transforming whiteness into liberatory alliances. Children's understandings about race were hybrid and unstable. Concludes that racial literacy is a form of learning that, like other learning, requires approximation, student investment, and teacher scaffolding.

STEINKUEHLER, C. A. (2006). Massively multiplayer online video gaming as participation in a discourse. *Mind, Culture, and Activity, 13*(1), 38-52.

Uses systemic functional linguistics to examine player interaction within Lineage, a multiplayer online video game. Illustrates how a closer analysis of language than is usually employed in studies of activity can reveal otherwise unarticulated aspects of social identity and allegiance as well as the role of language in shaping collaboration and other components of the activity.

VALLI, L., & CHAMBLISS, M. (2007). Creating classroom cultures: One teacher, two lessons, and a high-stakes test. *Anthropology and Education Quarterly, 38*(1), 57-75.

Compares the classroom cultures of two reading lessons taught by the same fifth-grade teacher, one from a regular reading class and the other from a reading intervention class. Despite having the same teacher and comparable student demographics, close analysis of participant roles and instructional activities revealed very different cultures in each of the two contexts. Through comparison of text choice, vocabulary, and comprehension and composition activities in each

context, the regular reading class emerged as student-centered, whereas the reading intervention class was test-driven with less student participation.

VAN SLUYS, K., LEWISON, M., & FLINT, A. S. (2006). Researching critical literacy: A critical study of analysis of classroom discourse. *Journal of Literacy Research, 38*(2), 197-233.

Employs three theoretical and methodological tools—grounded theory, critical literacy, and critical discourse analysis—to study the interactions of two girls in an elementary classroom as they talked about texts and artifacts related to hair and cultural identity. Each methodological approach offered a particular lens for understanding the interaction and its implications, but together the approaches result in a fuller picture of the personal, cultural, and structural meaning of the interaction.

Other Related Research:

BERRY, R. A. W. (2006). Inclusion, power, and community: Teachers and students interpret the language of community in an inclusion classroom. *American Educational Research Journal, 43*(3), 489-529.

BROWN, D. W. (2006). Girls and guys, ghetto and bougie: Metapragmatics, ideology and the management of social identities. *Journal of Sociolinguistics, 10*(5), 596-610.

CLARKE, L. (2006). Power through voicing others: Girls' positioning of boys in literature circle discussions. *Journal of Literacy Research, 38*(1), 53-79.

COMPTON-LILLY, C. (2007). The complexities of reading capital in two Puerto Rican families. *Reading Research Quarterly, 42*(1), 72-98.

GODLEY, A. (2006). Gendered borderwork in a high school English class. *English Teaching: Practice and Critique, 5*(3), 4-29.

HATCHELL, H. (2006). Masculinities and violence: Interruption of hegemonic discourses in an English classroom. *Discourse: Studies in the Cultural Politics of Education, 27*(3), 383-397.

HIRST, E., & VADEBONCOEUR, J. A. (2006). Patrolling the borders of otherness: Dis/placed identity positions for teachers and students in schooled spaces. *Mind, Culture, and Activity, 13*(3), 205-227.

ISENBARGER, L., & WILLIS, A. I. (2006). An intersection of theory and practice: Accepting the language a child brings into the classroom. *Language Arts, 84*(2), 125-135.

JACOBS, G. E. (2006). Fast times and digital literacy: Participation roles and portfolio construction within instant messaging. *Journal of Literacy Research, 38*(2), 71-196.

LEE, C. D. (2007). *Culture, literacy, and learning: Taking bloom in the midst of the whirlwind.* New York: Teachers College Press.

LOCKE, T. (2007). Constructing English in New Zealand: A report on a decade of reform. *L1 – Educational Studies in Language and Literature, 7*(2), 5-33. Retrieved July 8, 2007, from http://l1.publication-archive.com/public?fn=enter&repository=1&article=253

O'REGAN, J. P. (2006). The text as a critical object: On theorising exegetic procedure in classroom-based critical discourse analysis. *Critical Discourse Studies, 3*(2), 179-209.

REX, L. A. (2006). Acting "cool" and "appropriate": Toward a framework for considering literacy classroom interactions when race is a factor. *Journal of Literacy Research, 38*(3), 275-325.

SOUTO-MANNING, M. (2006). A Latina teacher's journal: Reflections on language, culture, literacy, and discourse practices. *Journal of Latinos and Education, 5*(4), 293-304.

STEVENS, P. A. J. (2007). Researching race/ethnicity and educational inequality in English secondary schools: A critical review of the research literature between 1980 and 2005. *Review of Educational Research, 77*(2), 147-185.

SYKES, H. (2007). Reworking discourse and narrative in curriculum history and language arts. *Curriculum Inquiry, 37*(2), 99–102.

TUTEN, J. (2007). "There's two sides to every story": How parents negotiate report card discourse. *Language Arts, 84*(4), 314-324.

VAISH, V., GOPINATHAN, S., & LIU, Y. (EDS.). (2007). *Language, capital, culture: Critical studies of language and education in Singapore.* Taipei City, Taiwan: Sense.

VARENNE, H. (2007). On NCATE standards and culture at work: Conversations, hegemony, and (dis-)abling consequences. *Anthropology & Education Quarterly, 38*(1), 16-23.

WEINSTEIN, S. (2007). Pregnancy, pimps, and "clichèd love things": Writing through gender and sexuality. *Written Communication, 24*(1), 28-48.

Literacy

BEDER, H., TOMKINS, J., MEDINA, P., RICCIONI, R., & DENG, W. (2006). *Learners' engagement in adult literacy education.* Boston, MA: National Center for the Study of Adult Learning and Literacy.

Examines engagement in adult literacy education at the National Labsite for Adult Literacy Education, a partnership between the National Center for the Study of Adult Learning and Literacy (NCSALL) and the New Brunswick Public Schools Adult Learning Center. Seeks to understand how and why adult learners engage in literacy instruction. Focuses on the learning context because adult educators generally control this educational context; understanding how the educational context shapes engagement allows educators to influence adult learners' engagement in positive ways. Analyses of transcript data were conducted and these data were triangulated with other data sources. Findings indicate that there were three contextual factors that shaped engagement in the classes studied: the instructional system, teachers' roles, and classroom norms.

BELZER, A. (2006). Less may be more: Rethinking adult literacy volunteer tutor training. *Journal of Literacy Research, 38*(2), 111-140.

Analyzes the relation between volunteer tutor training and reading instruction in four adult literacy programs. Focuses on tutors' choices of reading materials and strategies for assisting in the development of comprehension and word identification skills. Concludes that tutor training did not always transfer to practice, and it did not always deal effectively with the complex topic of teaching reading to struggling adult learners. Suggests that less initial training and more ongoing "just-in-time" training, based on the specific needs and strengths of students and tutors working together on improving reading, may be a more efficient use of resources than those traditionally expended on training.

CORRENTI, R., & ROWAN, B. (2007). Opening up the black box: Literacy instruction in schools participating in three comprehensive school reform programs. *American Educational Research Journal, 44*(2), 298-339.

Compares teachers' literacy instruction practices in elementary schools adopting Accelerated Schools Project (ASP, 28 schools), America's Choice (AC, 31 schools), and Success for All (SFA, 30 schools), as well as 26 comparison schools not employing school-wide comprehensive reform programs. Assumes that the ASP employed a "cultural control" approach to foster instructional changes; the AC employed a "professional control" approach to focus on teachers' methods, particularly in terms of writing instruction; and the SFA employed a "procedural control" approach to focus on reading instruction. Analyzes frequency of 7 topics taught: reading comprehension, writing, word analysis, reading fluency, vocabulary, grammar, and spelling. Finds no differences between literacy instruction in ASP versus comparison schools and marked differences in teachers' instruction between the AC and comparison schools and between the SFA and comparison schools, with the AC use of a literature-based approach leading to changes in writing instruction and the SFA skills-based approach leading to changes in reading instruction.

DARVIN, J. (2006). "On reading recipes and racing forms"—The literacy practices and perceptions of vocational educators. *Journal of Adolescent & Adult Literacy, 50*(1), 10-18.

Interviews and observes 35 vocational education teachers' uses of literacy practices and texts in their classes. Presents a case study of one teacher who connects books, articles, Internet resources, and talk to students' socialization into a community of practice related to cooking. While these teachers were not extensive readers, they knew how to situate and contextualize texts relative to the specific needs of their students.

DEARING, E., KREIDER, H., SIMPKINS, S., & WEISS, H. B. (2006). Family involvement in school and low-income children's literacy: Longitudinal associations between and within families. *Journal of Educational Psychology, 98*(4), 653-664.

Examines longitudinal data for 281 students from ethnically diverse, low-income households from kindergarten to 5th grade. Uses growth modeling to project individual growth curves for students, and examines patterns of literacy growth related to family involvement. Finds that both between-families differences and within-families changes in school involvement are associated with literacy learning, with high family involvement negating the achievement gap evident for other low-income students. Recommends that family involvement in schools should be a primary goal of educators and policy makers looking to decrease the achievement gap.

DORIT, A. (2006). Early literacy interventions: The relative roles of storybook reading, alphabetic activities, and their combination. *Reading and Writing: An Interdisciplinary Journal, 19*(5), 489-515.

Investigates the differential contributions of three pre-school literacy instructional programs conducted over a year-long period: storybook reading, alphabetic instruction, and a combination program. Uses a quasi-experimental research design, and also examines age interactions for program success for the 3-4 and 4-5 year-old groups. Finds that all three groups progressed more than the control group on measures of vocabulary and alphabetic skills; the alphabetic group learned more alphabetic skills than the other groups; and the combined group showed greater growth in vocabulary than the alphabetic group, and greater alphabetic growth than the storybook group. Unexpected findings include the storybook group showing an advantage only over the control group and not the other experimental groups in vocabulary growth, and the younger group of students showing greater growth in receptive vocabulary than the older group. Possible reasons for these findings are explored.

DUKE, N. K., PURCELL-GATES, V., HALL, L. A., & TOWER, C. (2006). Authentic literacy activities for developing comprehension and writing. *The Reading Teacher, 60*(4), 344-355.

Explores the concept of *authenticity* in literacy teaching, or the use of authentic texts for real-life tasks. Describes the kinds of authentic literacy activities that were included as part of a two-year study focused on developing second- and third-graders' ability to understand and create texts in science. Developed an authenticity rating sheet, and categorized the level of authenticity of numerous literacy activities. For example, an activity in which students generated questions based on a hands-on experience, and then read informational texts to find answers to the questions, was rated high in authenticity. Suggests all teachers find ways to incorporate more authentic texts and purposes into their classroom instruction.

GUTHRIE, J. T., HOA, L. W., & WIGFIELD, A. (2006). From spark to fire: Can situational reading interest lead to long-term reading motivation? *Reading Research and Instruction, 45*(2), 91-117.

Investigates whether situated interest for a specific book may lead to longer-term intrinsic motivation for general reading in two schools with 120 third-grade students. Focuses on reading logs filled out by students which identify their reasons for reading their favorite books twice. Matches general motivation and comprehension measures with reading log data as a pre-and post-assessment. Finds that students who increased their level of situated interest in an infor-

mation book over time increased their general reading motivation from September to December, and students who decreased in their level of situated extrinsic motivation for reading a narrative book decreased in general extrinsic motivation. Concludes that within an instructional context that supports engagement and motivation in reading, children's changes in situated motivation predicted their changes in general reading motivation.

LEANDER, K. M., & ROWE, D. (2006). Mapping literacy spaces in motion: A rhizomatic analysis of a classroom literacy performance. *Reading Research Quarterly, 41*(4), 428-460.

Uses rhizomatic analysis to map literacy performances in a diverse high school American Studies classroom. Interprets spatial and temporal relations connected to literacy performances within a framework that understands performance to be communicational rather than representational. Argues for a theoretical framework that views literacy as multimodal, mobile, and shifting rather than fixed or situated in discursive interactional contexts.

MARTENS, P. (2007). The impact of high-stakes assessments on beliefs about reading, perceptions of self-as-reader, and reading proficiency on two urban students retained in third grade. *Journal of Curriculum & Instruction, 1*(1). Retrieved July 15, 2007, from http://www.joci.ecu.edu/index. php/JoCI/article/view/64

Explores the perceptions of self-as-reader, beliefs about reading, and reading proficiency of two urban students retained in third grade on the basis of high-stakes assessment scores. Focuses on four individual reading and retrospective miscue analysis (RMA) sessions each student had with the researcher across one school year. Notes that when the study began, the students were less focused on reading for meaning and did not perceive themselves as good readers, but in RMA sessions the students read and retold stories and then analyzed high quality miscues with the researcher facilitating their understanding of reading as a process of constructing meaning and themselves as capable readers. Concludes that while the students grew in their understanding of the reading process and in their reading proficiency, they did not fully change their perceptions of themselves as readers.

ROWSELL, J., & PAHL, K. (2007). Sedimented identities in texts: Instances of practice. *Reading Research Quarterly, 42*(3), 388-404.

Proposes a theoretical framework for analyzing construction of multimodal texts as artifacts whose materiality reflects identity construction, discourses, and literary practices reflecting habitus as dispositions or ways of being and acting in particular times, spaces, or generations. Argues that the materiality of textual construction reflects certain interests or preferred practices associated with habitus operating in a certain context or figured world. Conducts ethnographic analyses of children's and adults' multimodal text construction to identify how these interests and practices are sedimented into texts, identifying, for example, how a boy's drawing of birds in a family living in London reflects his family's Turkish background and his reading about birds in school. Finds that analyzing the producer, contexts, and practices used during text production and how the text becomes an artifact holds important information about the meaning maker. Posits the value of analyzing text construction in informal settings over time in terms of instantiations of habitus related to developing social literacy practices.

SAILORS, M., HOFFMAN, J. V., & MATTHEE, B. (2007). South African schools that promote literacy learning with students from low-income communities. *Reading Research Quarterly, 42*(3), 364–387.

Draws on effective school research to analyze literacy instruction and learning practices in six high-performing schools for low-income South African students. Finds that these schools were orderly and safe, employed engaging learning activities, staffed administrators and teachers who shared a collaborative commitment to competence and purpose, and involved the community, despite having to cope with large classes, teacher qualifications, doubtful economic futures, and lack of effective writing instruction.

TRIPLET, C. F. (2007). The social construction of "struggle": Influences of school literacy contexts, curriculum, and relationships. *Journal of Literacy Research, 39*(1), 95-126.

Investigates how 1st-, 2nd-, and 3rd-grade students' struggles with reading are socially constructed in school literacy contexts, curriculum, and relationships, and how "struggling reader" is a socially constructed subjectivity or identity that begins in the early grades. Draws upon field notes and semi-structured interviews collected during a four-month period. Finds that stark socioeconomic differences existed between mainstream students and those identified as struggling readers. Teachers' responses to readers differed based on the contexts in which they were working, including the teacher education context and the testing/accountability context. Suggests that school contexts, curriculum, and relationships can be created in which students do not experience struggle, thus challenging literacy educators to rethink the struggling reader label.

VAN STEENSEL, R. (2006). Relations between socio-cultural factors, the home literacy environment and children's literacy development in the first years of primary education. *Journal of Research in Reading, 29*(4), 367-382.

Examines the home literacy environment of 116 children in relation to their literacy scores in the first grades of primary education. Distinguishes between three family profiles: rich (where parents/siblings frequently read and write for personal purposes), child-directed (where children frequently participate in joint literacy activities) and poor (where parents/siblings hardly participate in literacy activities). Finds that these profiles were related to socio-cultural factors (ethnicity and SES) and to children's scores on vocabulary and general reading comprehension.

VERHOEVEN, L. (2006). Sociocultural variation in literacy achievement. *British Journal of Educational Studies, 54*(2), 189-211.

Investigates the literacy achievement of 1,091 native and 1,333 non-native primary school students (grades 3 to 6) in the Netherlands. A range of word decoding, reading, and writing tasks was administered. Finds few differences in decoding and writing skills between native and non-native children. However, large differences were found in reading skills between the two groups. Forty percent of the variance in children's reading scores were explained by ethnicity and SES, whereas children's writing skills were predicted by gender. Girls wrote longer, more accurate and detailed picture descriptions than boys.

Other Related Research:

BALATTI, J., BLACK, S., & FALK, I. (2006). *Reframing adult literacy and numeracy course outcomes: A social capital perspective.* Stational Arcade, Adelaide, Australia: Australia National Centre for Vocational Education Research.

BARTLETT, L. (2007). To seem and to feel: Situated identities and literacy practices. *Teachers College Record, 109*(1), 51-69.

BLACKBURN, M. V., & CLARK, C. T. (EDS.). (2006). *Literacy research for political action and social change.* New York: Peter Lang.

BOMER, R., CHRISTENBURY, L., & SMAGORINSKY, P. (EDS.). (2007). *The handbook of adolescent literacies.* New York: Guilford Press.

BOYD, M., & RUBIN, M. (2006). How contingent questioning promotes extended student talk: A function of display questions. *Journal of Literacy Research, 38*(2), 141-169.

BRANCH, K. (2007). *"Eyes on the ought to be": What we teach about when we teach about literacy.* Cresskill, NJ: Hampton Press.

BROWN, R., & RENSHAW, P. (2006). Positioning students as actors and authors: A chronotopic analysis of collaborative learning activities. *Mind, Culture, and Activity, 13*(3), 247-259.

BYRNE, B., SAMUELSSON, S., WADSWORTH, S., HULSLANDER, J., CORLEY, R., DEFRIES, J., ET AL. (2007). Longitudinal twin study of early literacy development: Preschool through grade 1. *Reading and Writing: An Interdisciplinary Journal, 20*(1-2), 77-102.

CAMPANO, G. (2007). *Immigrant students and literacy: Reading, writing, and remembering.* New York: Teachers College Press.

CHERLAND, M. R., & HARPER, H. (2006). *Advocacy research in literacy education: Seeking higher ground.* Mahwah, NJ: Lawrence Erlbaum.

COMBER, B., NIXON, H., ASHMORE, L., LOO, S., & COOK, J. (2006). Urban renewal from the inside out: Spatial and critical literacies in a low socioeconomic school community. *Mind, Culture, and Activity, 13*(3), 228-246.

COMINGS, J., GARNER, B., & SMITH, C. (EDS.). (2007). *Review of adult learning and literacy: Connecting research, policy, and practice (Volume 7).* National Center for the Study of Adult Learning and Literacy Series. Mahwah, NJ: Lawrence Erlbaum.

COMPTON-LILLY, C. (2007). *Re-reading families: The literate lives of urban children, four years later.* New York: Teachers College Press.

CONNOR, C. M., MORRISON, F. J., & SLOMINSKI, L. (2006). Preschool instruction and children's emergent literacy growth. *Journal of Educational Psychology, 98*(4), 665-689.

CRAIG, H. K., & WASHINGTON, J. A. (2006). *Malik goes to school: Examining the language skills of African American students from preschool–5th grade.* Mahwah, NJ: Lawrence Erlbaum.

DANIELL, B., & MORTENSEN, P. (EDS.). (2007). *Women and literacy: Local and global inquiries for a new century.* Mahwah, NJ: Lawrence Erlbaum.

DICKINSON, D. K., & NEUMAN, S. B. (EDS.). (2007). *Handbook of early literacy research* (Vol. 2). New York: Guilford Press.

DONEHOWER, K., HOGG, C., & SCHELL, E. E. (2007). *Rural literacies.* Carbondale, IL: Southern Illinois University Press.

DRESSMAN, M. (2007). Theoretically framed: Argument and desire in the production of general knowledge about literacy. *Reading Research Quarterly, 42*(3), 332-363.

DUFFY, J. (2007). Recalling the letter: The uses of oral testimony in historical studies of literacy. *Written Communication, 24*(1), 84-107.

DUNBAR-ODOM, D. (2007). *Defying the odds: Class and the pursuit of higher literacy.* Albany, NY: SUNY Press.

FINNIE, R., & MENG, R. (2006). *The importance of functional literacy: Reading and math skills and labour market outcomes of high school drop-outs.* Ottawa, Canada: Statistics Canada.

GOODMAN, Y. M., & MARTENS, P. (EDS.). (2006). *Critical issues in early literacy: Research and pedagogy.* Mahwah, NJ: Lawrence Erlbaum.

GOMEZ, M. L., JOHNSON, A. S., & GISLADOTTIR, K. (2007). Talking about literacy: A cultural model of teaching and learning untangled. *Journal of Early Childhood Literacy, 7*(1), 27-48.

HULL, G. A., & ZACHER, J. (2007). Enacting identities: An ethnography of a job training program. *Identity, 7*(1), 71-102.

HUNTER, J. (2007). Language, literacy, and performance: Working identities in the back of the house. *Discourse: Studies in the Cultural Politics of Education, 28*(2), 243-257.

KLIEWER, C., BIKLEN, D., & KASA-HENDRICKSON, C. (2006). Who may be literate? Disability and resistance to the cultural denial of competence. *American Educational Research Journal, 43*(2), 163-192.

KUTNER, M., GREENBERG, E., & BAER, J. (2006). *A first look at the literacy of America's adults in the 21st century.* Jessup, MD: National Center for Education Statistics.

LALIK, R., & OLIVER, K. L. (2007). Differences and tensions in implementing a pedagogy of critical literacy with adolescent girls. *Reading Research Quarterly, 42*(1), 46–70.

LEVINSON, M. P. (2007). Literacy in English Gypsy communities: Cultural capital manifested as negative assets. *American Educational Research Journal, 44*(1), 5-39.

LEWIS, C., ENCISO, P. E., & MOJE, E. B. (EDS.). (2007). *Reframing sociocultural research on literacy: Identity, agency, and power.* Mahwah, NJ: Lawrence Erlbaum.

LI, G. (2007). *Culturally contested literacies: America's rainbow underclass and urban schools.* New York: Routledge.

MACGILLIVRAY, L., & CURWEN, M. S. (2007). Tagging as a social literacy practice. *Journal of Adolescent and Adult Literacy, 50*(5), 354-369.

MANNION, G., & IVANIČ, R. (2007). Mapping literacy practices: Theory, methodology, methods. *International Journal of Qualitative Studies in Education (QSE), 20*(1), 15-30.

MAYBIN, J. (2006). *Children's voices: Talk, knowledge and identity.* Basingstoke, NY: Palgrave Macmillan.

MERCER, N., & LITTLETON, K. (2007). *Dialogue and the development of children's thinking.* New York: Routledge.

MOJE, E. B. (2007). Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy teaching. *Review of Research in Education, 31,* 1-44.

MORRELL, E. (2006). *Critical literacy and urban youth.* Mahwah, NJ: Lawrence Erlbaum.

PAHL, K. (2006). Birds, frogs, blue skies and sheep: An investigation into the cultural notion of affordance in children's meaning making. *English in Education, 40*(3), 19–34.

PAHL, K. (2007). Timescales and ethnography: Understanding a child's meaning-making across three sites, a home, a classroom and a family literacy class. *Ethnography and Education, 2*(2), 175–190.

PAPEN, U. (2006). *Literacy and globalization.* New York: Routledge.

PARK, C. (Ed.). (2007). *Asian American education: Acculturation, literacy development, and learning.* Charlotte, NC: Information Age Publishing.

PRESSLEY, M., BILLMAN, A. K., PERRY, K. H., REFFITT, K. E., & REYNOLDS, J. M. (2007). *Shaping literacy achievement: Research we have, research we need.* New York: Guilford Press.

RICHARDSON, E. (2006). *Hip hop literacies.* New York: Routledge.

ROGERS, S., & EVANS, J. (2007). Rethinking role play in the Reception class. *Educational Research, 49*(2), 153-167.

ROSKOS, K., & CHRISTIE, J. F. (2007). *Play and literacy in early childhood: Research from multiple perspectives* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.

SENECHAL, M. (2006). *The effect of family literacy interventions on children's acquisition of reading: From kindergarten to grade 3.* Washington, DC: National Institute for Literacy.

TEALE, W. H., & GAMBRELL, L. B. (2007). Raising urban students' literacy achievement by engaging in authentic, challenging work. *The Reading Teacher, 60*(8), 728–739.

TETT, L., HAMILTON, M., & HILLIER, Y. (EDS.). (2006). *Adult literacy, numeracy and language: Policy, practice and research.* Maidenhead, Berkshire, UK: Open University Press.

THESEN, L., & VAN PLETZEN, E. (EDS.). (2006). *Academic literacy and the languages of change.* New York: Continuum International Publishing.

THUNE, E., LEONARDI, S., & BAZZANELLA, C. (EDS.). (2006). *Gender, language and new literacy.* New York: Continuum International Publishing.

WEINSTEIN, S. (2006). A love for the thing: The pleasures of rap as a literate practice. *Journal of Adolescent & Adult Literacy, 50*(4), 270–281.

WORTHAM, S. (2006). *Learning identity: The joint emergence of social identification and academic learning.* New York: Cambridge University Press.

Literary Response/Literature/Narrative Analysis

BEACH, R., THEIN, A. H., & PARKS, D. L. (2007). *High school students' competing social worlds: Negotiating identities and allegiances in response to multicultural literature.* Mahwah, NJ: Lawrence Erlbaum.

Analyzes shifts in 14 high school students' discourses of race, class, and gender evident in their responses to multicultural literature during a semester course. Finds that some students shifted in their discourses due to dialogic tensions created between text and reader, between students, and by the teacher's challenges to students' status quo discourses, while other students demonstrated little change; some texts evoked more tensions than others. Argues that justifications for uses of multicultural literature needs to be framed less in terms of changing racial attitudes and more in terms of evoking tensions to challenge status quo discourses of race, class, and gender.

CORDEN, R. (2007). Developing reading-writing connections: The impact of explicit instruction of literary devices on the quality of children's narrative writing. *Journal of Research in Childhood Education, 21*(3), 269-289.

Analyzes the influence of instruction by 18 teachers in the use of literary devices on the quality of elementary students' narrative writing. Finds that learning to analyze literary devices in reading and discussing literature fosters increased reflection about their own writing and an awareness of how their narratives were constructed.

HELLER, M. F. (2006). Telling stories and talking facts: First graders' engagements in a nonfiction book club. *The Reading Teacher, 60*(4), 358-369.

Examines the use of a "book club" discussion group with nonfiction text. Four first-grade girls participated in 10 book club sessions as a pull-out program from their reading/language arts classes. The students were notably engaged with the books and the open-ended writing and discussion they participated in about each book. Oral and written responses to the texts were predominately related to retelling or stating related facts, but the students also engaged in writing and telling personal narratives and fictional stories related to the texts' subjects.

JUZWIK, M. M., & SHERRY, M. B. (2007). Expressive language and the art of English teaching: Theorizing the relationship between literature and oral narrative. *English Education, 39*(3), 226-259.

Studies the uses of a teacher's oral narratives to foster responses to a young adult novel in a 7th grade classroom. Finds that the teacher's adoption and modeling of participant and spectator stances parallels the literary uses of language in the novel and serves to enhance the quality of class discussions. Suggests the value of using oral narratives to foster adoption of aesthetic stances and collaborative literary interpretations.

MONTERO, M. K., & ROBERTSON, J. M. (2006). "Teachers can't teach what they don't know": Teaching teachers about international and global children's literature to facilitate culturally responsive pedagogy. *Journal of Children's Literature, 32*(2), 27-35.

Explores factors that affect teachers' motivation to use international and global children's literature in their classrooms. Twenty-one students in a masters program participated in a children's literature class structured to emphasize international and global children's literature. Interviews and reflections from students indicate that these issues may play a role in teachers' decisions to use global and international literature: understanding issues with translation; learning how to critique international and global children's literature; examining one's assumptions about world cultures; learning to transact in more informed ways with world texts; understanding the difference between being a cultural insider versus a cultural outsider; feeling one has the authority

to teach using international and global children's literature; and using the principles of culturally responsive teaching.

PANTALEO, S. J. (2007). "How could that be?": Reading Banyai's *Zoom* and *Re-zoom*. *Language Arts, 84*(3), 222-233.

Explores the written responses of grade five students to two wordless picture books with radical change characteristics. Students most often responded aesthetically, with a focus on structure and format as they attempted to make sense of the books. The structure and format in the two books forced students to construct associations and engage in a number of comprehension strategies in order to understand the text, highlighting the "wandering viewpoint" postulated by Iser and others. Responses also demonstrated characteristics associated with radical change theory such as a high degree of interactivity.

SCOTT, V. M., & HUNTINGTON, J. A. (2007). Literature, the interpretive mode, and novice learners. *The Modern Language Journal, 91*(1), 3-14.

Analyzes how novice learners develop the interpretive mode when reading a literary text in a foreign language. Examines transcripts from video and audio recordings of students' discussions in small groups of 3 to 4 students. Finds that students were more likely to learn to interpret a poem using first language in teacher-moderated discussions, but not in small groups.

SIPE, L. R. (2007). *Storytime: Young children's literary understanding in the classroom.* New York: Teachers College Press.

Based on 12 years of research on the talk of kindergarten, first-, and second-grade children during interactive picture storybook read-alouds, proposes a grounded theoretical model of how children understand literary texts, how these understandings relate to the aesthetic properties of picture storybooks, and how these developing understandings are best facilitated by teachers. Using vignettes to support his assertions, describes five categories of children's responses, which suggest five aspects of their developing literary understanding. Analytical responses reflect children's comments that dealt with the text in terms of opportunities to make narrative meaning. Intertextual responses evidenced children's relating a text to other cultural texts and products. Personal responses indicated children's connections between a text and their own lives, either by using a personal experience to understand a text or by using a text to understand a personal experience. Transparent responses demonstrated children's engagement with the story that was so intense that they seem to have entered the "story world." Finally, performative responses displayed how children entered the story world to manipulate it for their own creative purposes.

SIPE, L. R., & MCGUIRE, C. E. (2006). Young children's resistance to stories. *The Reading Teacher, 60*(1), 6-13.

Analyzes 74 transcripts of kindergarten, first-, and second-grade children's talk during interactive picture storybook read-alouds. Finds six distinct types of resistance: intertextual (conflict between known and new text), preferential/categorical (mismatch with child's preferred text type), reality testing (conflicts with world as child understands it), engaged/kinetic (book represents too painful of a reality), exclusionary (no identification with characters), and literary critical (perception of faulty craft). Argues that these forms of resistance are not necessarily problematic, but indicate engagement with stories that may be initial steps in the development of critical literacy. As such, these instances of resistance can inform teachers about ways in which they can talk with children about books and how they can select read-alouds in order to help children develop increasingly sophisticated responses to the texts they read and hear.

Other Related Research

APPLEMAN, D. (2006). *Reading for themselves: How to transform adolescents into lifelong readers through out-of-class book clubs.* Portsmouth, NH: Heinemann.

ARMSTRONG, M. S. (2006). Children transact with biography: Reader response styles of elementary school students. In J. V. Hoffman, D. L. Schallert, C. L. Fairbanks, J. Worthy, & B. Maloch (Eds.), *55th Yearbook of the National Reading Conference* (pp. 85-98). Oak Creek, WI: National Reading Conference.

BARAJAS, E. D. (2007). Parallels in academic and nonacademic discursive styles: An analysis of a Mexican woman's narrative performance. *Written Communication, 24*(2), 140-167.

BEAR, A. (2007). Constructing meaning through visual spatial activities. *The ALAN Review, 34*(3), 21-29.

CARMINATI, M. N., STABLER, J., ROBERTS, A. M., & FISCHER, M. H. (2006). Readers' responses to sub-genre and rhyme scheme in poetry. *Poetics, 34*(3), 204-218.

CAVASOS-KOTTKE, S. (2006). Five readers browsing: The reading interests of talented middle school boys. *Gifted Child Quarterly, 50*(2), 132-147.

CLANDININ, D. J. (ED.). (2006). *Handbook of narrative inquiry: Mapping a methodology.* Thousand Oaks, CA: Sage.

CLANDININ, D. J., HUBER, J., HUBER, M., MURPHEY, M. S., MURRAY ORR, A., PEARCE, M., ET AL. (2006). *Composing diverse identities: Narrative inquiries into the interwoven lives of children and teachers.* New York: Routledge.

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CRAIG, C. J. (2007). Story constellations: A narrative approach to contextualizing teachers' knowledge of school reform. *Teaching and Teacher Education, 23*(2), 173-188.

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EVANS, E., & PO, J. (2007). A break in the transaction: Examining students' responses to digital texts. *Computers and Composition, 24*(1), 56-73.

FISHER, M. T. (2007). *Writing in rhythm: Spoken word poetry in urban classrooms.* New York: Teachers College Press.

GORDON, E., McKIBBIN, K., VASUDEVAN, L., & VINZ, R. (2007). Writing out of the unexpected. *English Education, 39*(4), 326-351.

JACOBS, S. (2006). Listening, writing, drawing: The artistic response of incarcerated youth to young-adult literature. *Educational Horizons, 84*(2), 112-120.

JONES, S., & CLARKE, L. W. (2007). Disconnections: Pushing readers beyond connections and toward the critical. *Pedagogies, 2*(2), 95-115.

JOHNSSON-SMARAGDI, U., & JONSSON, A. (2006). Book reading in leisure time: Long-term changes in young peoples' book reading habits. *Scandinavian Journal of Educational Research, 50*(5), 519-540.

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LUCE-KAPLER, R., DOBSON, T., SUMARA, D., IFTODY, T., & DAVIS, B. (2006). E-literature and the digital engagement of consciousness. In J. V. Hoffman, D. L. Schallert, C. L. Fairbanks, J. Worthy, & B. Maloch (Eds.), *55th Yearbook of the National Reading Conference* (pp.171-181). Oak Creek, WI: National Reading Conference.

MALCHOW-LLOYD, R. (2006). Talking books: Gender and the responses of adolescents in literature circles. *English Teaching: Practice and Critique, 5*(3), 30-58. Retrieved June 29, 2007, from http://education.waikato.ac.nz/research/journal/view.php?view=true&id=13&p=1

MATUSOVA, E., & SMITH, M. P. (2007). Teaching imaginary children: University students' narratives about their Latino practicum children. *Teaching and Teacher Education, 23*(5), 705-729.

MCADAMS, D. P., JOSSELSON, R., & LIEBLICH, A. (EDS.). (2006). *Identity and story: Creating self in narrative.* Washington, DC: American Psychological Association.

MIALL, D. S. (2006). Empirical approaches to studying literary readers: The state of the discipline. *Book History, 9,* 291-311.

MIALL, D. S. (2006). *Literary reading: Empirical and theoretical studies.* New York: Peter Lang.

MOHR, K. (2006). Children's choices for recreational reading: A three-part investigation of selection preferences, rationales, and processes. *Journal of Literacy Research, 38*(1), 81-104.

PANTALEO, S. J. (2007). "Everything comes from seeing things": Narrative and illustrative play in "black and white." *Children's Literature in Education, 38*(1), 45-58.

PARIS, A. H., & PARIS, S. G. (2007). Teaching narrative comprehension strategies to first graders. *Cognition and Instruction, 25*(1), 1-44.

PERL, S., COUNIHAN, B., MCCORMACK, T., & SCHNEE, E. (2007). Storytelling as scholarship. *English Education, 39*(4), 306-325.

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SIMCOCK, G., & DELOACHE, J. (2006). Get the picture? The effects of iconicity on toddlers' reenactment from picture books. *Developmental Psychology, 42*(6), 1352-1357.

SIPE, L. R., & BRIGHTMAN, A. E. (2006). Teacher scaffolding of first-graders' literary understanding during read alouds of fairytale variants. In J. V. Hoffman, D. L. Schallert, C. L. Fairbanks, J. Worthy, & B. Maloch (Eds.), *55th Yearbook of the National Reading Conference* (pp. 276-292). Oak Creek, WI: National Reading Conference.

SMITH, S. A., & SINGER, J. Y. (2006). Reading *The Friendship* and talking about race. *Urban Education, 41*(4), 321-342.

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SULLIVAN, M. A. (2007). *Mango Street* and malnourished readers: Politics and realities in an "at-risk" middle school. *Journal of Latinos and Education, 6*(2), 151-175.

TSAI, J. L., LOUIE, J. Y., CHEN, E. E., & UCHIDA, Y. (2007). What feelings to desire: Socialization of ideal affect through children's storybooks. *Personality and Social Psychology Bulletin, 33*(1), 17-30.

WERDERICH, D. E. (2006). The teacher's response process in dialogue journals. *Reading Horizons, 47*(1), 47-73.

WILLIAMS, N. L., & BAUER, P. T. (2006). Pathways to affective accountability: Selecting, locating, and using children's books in elementary school classrooms. *The Reading Teacher, 60*(1), 14–22.

WOLFENBARGER, C. D., & SIPE, L. R. (2007). A unique visual and literary art form: Recent research on picturebooks. *Language Arts, 84*(3), 273-280.

Professional Development/Teacher Education

ABREGO, M. H., RUBIN, R., & SUTTERBY, J. A. (2006). They call me maestra: Preservice teachers' interactions with parents in a reading tutoring program. *Action in Teacher Education, 28*(1), 3-12.

Describes a collaboration between a teacher education program and an elementary school focused on literacy development that includes family involvement. Two years of preservice teachers' reflections about their experiences working with Latino families on the Texas-Mexico border show positive benefits such as increased confidence and skills in communicating with families. Data also suggest teachers may not recognize cultural capital or funds of knowledge of the families of the students. Includes recommendations for teacher education programs.

CREMIN, T. (2006). Creativity, uncertainty and discomfort: Teachers as writers. *Cambridge Journal of Education, 36*(3), 415-433.

Examines the relationship between teachers' development as writers and their teaching of creative writing. Draws on the writing experiences of 16 English primary teachers who wrote regularly in school and at home. Finds that these experiences clustered around a number of themes, including: constraints and intuitive insights, a sense of the personal, and deep feelings of uncertainty and insecurity. Argues that in order to support children's creative development as writers, teachers need opportunities to engage creatively as writers themselves.

LEE, J. S., & GINSBURG, H. P. (2007). Preschool teachers' beliefs about appropriate early literacy and mathematics education for low- and middle-socioeconomic status children. *Early Education and Development, 18*(1), 111-143.

Examines whether preschool teachers' pedagogical beliefs about early literacy and mathematics are related to the socioeconomic status (SES) of their 4-year-old students and whether preschool teachers' pedagogical beliefs differ by subject matter. Researchers analyzed interview responses of 60 teachers of low- and middle-SES students who were randomly assigned to read vignettes describing issues related to teaching either mathematics or reading and conducted a two-way factorial analysis of variance on 11 identified beliefs to examine the relationship between students' SES, subject matter, and the teachers' beliefs. Finds that teachers of middle-SES children believe in supporting individual child preferences and pre-school as a time for social development, while teachers of low-SES children focus on academics in pre-school for kindergarten preparation, including the use of computers. Literacy was generally viewed as student interest-driven and part of social development, while mathematics centered on core ideas and was embedded into the routines of the class. Implications for professional development are discussed.

NICHOLS, W. D., YOUNG, C. A., & RICKELMAN, R. J. (2007). Improving middle school professional development by examining middle school teachers' application of literacy strategies and instructional design. *Reading Psychology, 28*(1), 97-130.

Outlines a year-long, school-wide professional development initiative that supported teachers across content areas in learning about and integrating reading strategy instruction. Analyzes teachers' reported practices using the Reading Language Arts Instruction Features Questionnaire (RLAIFQ). Concludes that across the school, teachers select from a small set of strategies (e.g., graphic organizers), but that some teachers were selecting strategies that were particularly suited to their content area.

NICHOLSON, D. (2006). Putting literature at the heart of the literacy curriculum. *Literacy, 40*(1) 11-21.

Documents British teachers' involvement in a project designed to support their development of writing instruction that incorporates challenging literary texts for young writers (7-11 years). Reviews documentation to derive instructional principles, criteria for text selection, and the role of teachers' planning and reflection. Concludes that working with texts in depth through read-alouds and discussion of craft, allowing for choice of a book, and building time for teacher inquiry and reflection were significant factors in improving the quality of students' writing.

OLIVEIRA, L. C., & ATHANASES, S. Z. (2007). Graduates' reports of advocating for English language learners. *Journal of Teacher Education, 58*(3), 202-215.

Reports on a teacher education program that explicitly focuses on preparing teachers to be advocates for equity, especially in teaching English language learners (ELLs). Uses focus group interviews with graduates from multiple subject matter disciplines to describe advocacy in action at the classroom and school level. Concludes that early career teachers can be prepared to take on challenges of advocating for equity beyond their own classrooms.

SIMON, L. (2007). Expanding literacies: Teachers' inquiry research and multigenre texts. *English Education, 39*(2) 146-176.

Describes an extensive inquiry and writing project carried out in a preservice literacy foundations course. Analyzes the work of two teacher candidates to illustrate the personal and political nature of the inquiry and the composing of a multigenre text. Finds that the research, writing, and sharing illuminated the role of discourse and genre in ways that informed the future teachers' views of how to engage young writers in meaningful literacy experiences.

SUTHERLAND, J. (2006). Promoting group talk and higher-order thinking in pupils by "coaching" secondary English trainee teachers. *Literacy, 40*(2), 106-113.

Reports on an action research project in which preservice teachers explored with experienced mentors how to plan challenging discussion tasks and sustain high-level group talk. Employs discourse analysis of classroom discussions from a variety of ability and socioeconomic groupings as well as content analysis of teacher and mentor interviews and student focus groups. Identifies a diversification in teachers' repertoire of discourse strategies and increases in student participation and higher-order thinking in the majority of classrooms in the study.

VALLI, L., & CHAMBLISS, M. (2007). Creating classroom cultures: One teacher, two lessons, and a high-stakes test. *Anthropology & Education Quarterly, 38*(1), 57-75.

Compares the classroom cultures of two fifth-grade reading lessons, one from a regular reading class and the other from a reading intervention class designed to prepare low-achieving students for a high-stakes state assessment, taught by the same teacher. Detailed descriptions of class activities and interactions show differences in the learning opportunities and relationships that child-centered and test-centered classroom cultures provide. Argues that academic achievement and meaningful school experiences may suffer if test-preparation activities and classes overtake reading instruction.

YADAV, A., & KOEHLER, M. (2007). The role of epistemological beliefs in preservice teachers' interpretation of video cases of early-grade literacy instruction. *Journal of Technology and Teacher Education, 15*(3), 335-361.

Using Reading Classroom Explorer (RCE), a set of hypermedia-enhanced video cases of exemplary reading instruction, this study explored how preservice teachers' beliefs about learning influenced their selection of cases of instruction and their reflective writing about those cases. Both quantitative and case analysis show that teachers chose cases that align with their views

about learning, defined within a framework of learning as innate (or fixed) or malleable. Authors conclude that beliefs about learning influence what preservice teachers think about teaching reading instruction depicted in video-cases.

Other Related Research:

ACHINSTEIN, B., & ATHANASES, S. Z. (EDS.). (2006). *Mentors in the making: Developing new leaders for new teachers.* New York: Teachers College Press.

ALGER, C. L. (2007). Engaging student teachers' hearts and minds in the struggle to address (il)literacy in content area classrooms. *Journal of Adolescent & Adult Literacy, 50*(8), 620–630.

BROOKS, G. W. (2007). Teachers as readers and writers and as teachers of reading and writing. *Journal of Educational Research, 100*(3), 177-191.

CARO-BRUCE, C., FLESSNER, R., KLEHR, M., & ZEICHNER, K. (EDS.) (2007). *Using action research to create equitable classrooms.* Thousand Oaks, CA: Corwin.

COLBY, S. A., & STAPLETON, J. N. (2006). Preservice teachers teach writing: Implications for teacher educators. *Reading Research and Instruction, 45*(4), 353-376.

DEANEY, R., RUTHVEN, K., & HENNESSY, S. (2006). Teachers' developing 'practical theories' of the contribution of information and communication technologies to subject teaching and learning: An analysis of cases from English secondary schools. *British Educational Research Journal, 32*(3), 459-480.

FREEDMAN, L., & CARVER, C. (2007). Preservice teacher understandings of adolescent literacy development: Naive wonder to dawning realization to intellectual rigor. *Journal of Adolescent & Adult Literacy, 50*(8), 654–665.

GARCIA, G. E., BRAY, T. M., MORA, R. A., PRIMEAUX, J., RICKLEF, M. A., ENGEL, L. C., ET AL. (2006). Working with teachers to change the literacy instruction of Latino students in urban schools. In J. V. Hoffman, D. L. Schallert, C. L. Fairbanks, J. Worthy, & B. Maloch (Eds.), *55th Yearbook of the National Reading Conference* (pp. 155-170). Oak Creek, WI: National Reading Conference.

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HART, S. M., & KING, J. R. (2007). Service learning and literacy tutoring: Academic impact on pre-service teachers. *Teaching and Teacher Education, 23*(4), 323-338.

HELLER, M. F., WOOD, N. J., & SHAWGO, M. (2007). Teaching and learning language arts: From campus to classroom and back again. *Journal of Educational Research, 100*(4), 226-234.

KENNEDY, E. (2007). The academic writing of teacher candidates: Connecting speaking and writing. *L1 – Educational Studies in Language and Literature, 7*(2), 141-172. Retrieved July 8, 2007, from http://l1.publication-archive.com/public?fn=enter&repository=1&article=77

KOOY, M. (2006). *Telling stories in bookclubs: Women teachers and professional development.* New York: Springer.

MACKEN-HORARIK, M., DEVEREUX, L., TRIMINGHAM-JACK, C., & WILSON, K. (2006). Negotiating the territory of tertiary literacies: A case study of teacher education. *Linguistics and Education, 17*(3), 240-257.

MEYER, T., & SAWYER, M. (2006). Cultivating an inquiry stance in English education: Rethinking the student teaching seminar. *English Education, 39*(1), 46-71.

PARDO, L. S. (2006). The role of context in learning to teach writing: What teacher educators need to know to support beginning urban teachers. *Journal of Teacher Education, 57*(4), 378-394.

PARRIS, S. R., & BLOCK, C. C. (2007). The expertise of adolescent literacy teachers. *Journal of Adolescent & Adult Literacy, 50*(7), 582-596.

PERRY, N. E., HUTCHINSON, L., & THAUBURGER, C. (2007). Mentoring student teachers to design and implement literacy tasks that support self-regulated reading and writing. *Reading and Writing Quarterly, 23*(1), 27-50.

PIERCE, M., & POMERANTZ, F. (2006). From pre-service to in-service: The evolution of literacy teaching practices and beliefs in novice teachers. In J. V. Hoffman, D. L. Schallert, C. L. Fairbanks, J. Worthy, & B. Maloch (Eds.), *55th Yearbook of the National Reading Conference* (pp. 235-248). Oak Creek, WI: National Reading Conference.

ROGERS, T., MARSHALL, E., & TYSON, C. A. (2007). Dialogic narratives of literacy, teaching, and schooling: Preparing literacy teachers for diverse settings. *Reading Research Quarterly, 41*(2), 202–224.

SHERIDAN-THOMAS, H. K. (2007). Making sense of multiple literacies: Exploring pre-service content area teachers' understandings and applications. *Reading Research and Instruction, 46*(2), 121-150.

SMAGORINSKY, P., WRIGHT, L., AUGUSTINE, S. M., O'DONNELL-ALLEN, C., & KONOPAK, B. (2007). Student engagement in the teaching and learning of grammar: A case study of an early-career secondary school English teacher. *Journal of Teacher Education, 58*(1), 76-90.

STOCKINGER, P. C. (2007). Living in, learning from, looking back, breaking through in the English language arts methods course: A case study of two preservice teachers. *English Education, 39*(3), 201-225.

SULENTIC-DOWELL, M., BEAL, G. D., & CAPRARO, R. M. (2006). How do literacy experiences affect the teaching propensities of elementary pre-service teachers? *Reading Psychology, 27*(2 & 3), 235– 255.

VAGLE, M. D., DILLON, D. R., DAVISON-JENKINS, J., LADUCA, B., & OLSON, V. (2006). Redesigning literacy preservice education at four institutions: A three-year collaborative project. In J. V. Hoffman, D. L. Schallert, C. L. Fairbanks, J. Worthy, & B. Maloch (Eds.), *55th Yearbook of the National Reading Conference* (pp. 324-340). Oak Creek, WI: National Reading Conference.

VALLI, L., CRONINGER, R. G., & WALTERS, K. (2007). Who (else) is the teacher? Cautionary notes on teacher accountability systems. *American Journal of Education, 113*(4), 635-662.

WILLIAMS, D., & COLES, L. (2007). Teachers' approaches to finding and using research evidence: An information literacy perspective. *Educational Research, 49*(2), 185-206.

Reading

BECK, I. L., & MCKEOWN, M. G. (2007). Increasing young low-income children's oral vocabulary repertoires through rich and focused instruction. *The Elementary School Journal, 107*(3), 251-271.

Describes two studies designed to increase low-income kindergarten and first-grade students' vocabulary knowledge. Study 1 investigated the number of sophisticated words (e.g., *commotion, journey*) that were learned by students who were directly taught compared to the control group, which received no instruction. Study 2 used a within-subjects design to compare the learning of words under different amounts of instruction—either three days or six days. Students who were directly taught words learned significantly more of them than the control group. Students who received six days of instruction learned twice as many of the focus words as compared to students who received three days of instruction. Proposes that word learning does not occur easily, and that in-depth instruction is necessary to help students with limited repertoires of oral vocabulary to successfully comprehend the academic content of their classrooms.

BERNE, J. I., & CLARK, K. F. (2006). Comprehension strategy use during peer-led discussions of text: Ninth graders tackle "The Lottery." *Journal of Adolescent & Adult Literacy, 49*(8), 674-686.
Studies one classroom of ninth-grade secondary school students' comprehension strategy use

during small-group, peer-led discussions of literary text. Based on verbatim transcripts of four small groups of students, the study considered (a) Is there evidence of comprehension strategy use during students' small-group, peer-led discussions of text? and (b) if so, what is the nature of students' comprehension strategy use? Coded transcripts with an instrument derived from previously validated comprehension strategies. Reveals evidence of students' use of multiple comprehension strategies.

CHATTERJI, M. (2006). Reading achievement gaps, correlates, and moderators of early reading achievement: Evidence from the Early Childhood Longitudinal Study (ECLS) kindergarten to first grade sample. *Journal of Educational Psychology, 98*(3), 489-507.

Examines reading achievement gaps for a subset of 2,296 students in the kindergarten to first grade cohort of the Early Childhood Longitudinal Study (ECLS). Uses hierarchical linear modeling to investigate child- and school-level correlates to achievement. Finds significant achievement gaps for African-American children, boys, and children from high-poverty households. Small differences at the beginning of kindergarten became more pronounced as formal schooling took hold in first grade. Notes the strong positive influence of prior preparation in reading, bolstering the importance of high-quality home and literacy preschool experiences for children. Details numerous expected or surprising correlates and moderators of reading achievement gaps that may inform classroom and school practices, as well as policy decisions, for supporting the reading success of all students.

COBURN, C. (2006). Framing the problem of reading instruction: Using frame analysis to uncover the microprocesses of policy implementation. *American Educational Research Journal, 43*(3), 343-349.

Indicates that the way in which a policy problem is framed is critical because it assigns responsibility and creates rationales that authorize some policy solutions and not others. Brings together sense-making theory and frame analysis to interpret the dynamics of problem framing during policy implementation. Describes how data were derived from a year-long ethnographic study of one school's response to the California Reading Initiative. Finds that the school's response depended on how school staff constructed their understanding of the relevant problem to be solved. Reveals that the problem-framing process was iterative and contested, shaped by authority relations and mediated by teachers' social networks; and that this process ultimately proved important for motivating and coordinating action, reshaping authority relations, and influencing teachers' beliefs and practices.

LAUER, P. A., AKIBA, M., WILKERSON, S. B., APTHORP, H. S., SNOW, D., & MARTIN-GLENN, M. L. (2006). Out-of-school-time programs: A meta-analysis of effects for at-risk students. *Review of Educational Research, 76*(2), 275-313.

Reviews Out-of-School-Time (OST) programs for students with difficulties in reading or math in grades K–12. Analyzes 35 OST studies that met specific criteria, such as having control or comparison groups, occurring after 1985, and including a direct assessment of students' academic achievement. Finds small but statistically significant positive effects on achievement in reading and math across the board, with larger positive effect sizes for programs with specific features. Finds 1) that OST programs can have positive effects on reading and mathematics achievement, 2) that timeframes do not influence their effectiveness, 3) that students in both elementary and secondary grades can profit from programs for improved reading, 4) that programs can go beyond academic activities to have positive effects on student achievement, 5) that implementation should be monitored so that time is appropriately allocated for specific activities, and 6) that one-on-one tutoring in reading has positive effects on achievement. Suggests that future studies systematically document the characteristics of OST programs and their implementation.

PITCHER, S. M., ALBRIGHT, L. K., DELANEY, C. J., WALKER, N. T., SEUNARINESINGH, K., MOGGE, S., ET AL. (2007). Assessing adolescents' motivation to read. *Journal of Adolescent & Adult Literacy, 50*(5), 378–396.

Revises the Motivation to Read Profile to be used with adolescents and administers the instrument to 384 teens in eight states in the US and Trinidad. Complements the survey with interviews of 100 students to capture the real reading adolescents do, asking teens questions about fiction, expository, and computer-based reading materials; about what instruction in school motivated them to read; and in which classes was the reading material most difficult. Results revealed that student experiences with academic reading and writing did not match their interests and needs. Offers recommendations for how students' preferred types of reading and instruction can be used in middle school and high school classrooms.

PURCELL-GATES, V., DUKE, N. K., & MARTINEAU, J. A. (2007). Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching. *Reading Research Quarterly, 42*(1), 8-45.

Explores the roles of authentic, communicatively functional reading and writing and the explicit explanation of genre function and features on growth in genre-specific reading and writing abilities of children in grades two and three. Analyses included experimental and correlational designs; growth was modeled across six assessment time points using hierarchical linear modeling. Finds no effect of explicit teaching on reading and writing growth for six of seven outcomes and no relationship between teachers' degree of explicitness and growth for six of seven measures. Documents a strong relationship between degree of authenticity of reading and writing activities during science instruction and growth for four of seven outcomes, with an interaction with degree of explicitness for a fifth. Suggests that children from homes with lower levels of parental education grew at the same rate as those from homes with higher levels, and that explicitness and authenticity also did not differ by level of education.

SCHILLLING, S. G., CARLISLE, J. F., SCOTT, S. E., & ZENG, J. (2007). Are fluency measures accurate predictors of reading achievement? *The Elementary School Journal, 107*(5), 429-448.

Investigates the predictive validity of fluency measures from the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) for identifying students' reading success or difficulty on the Iowa Test of Basic Skills (ITBS). Finds the subtests of DIBELS reasonably accurate (76-80%) in identifying students who would perform below the 25th percentile on the ITBS at the end of the year, but that a significant percentage of second and third graders (32% and 37%) who were identified as "low risk" by DIBELS ended up not reading at grade level at the end of the year. Discusses how the DIBELS assessment process can be supplemented to more effectively identify students who are not progressing adequately in their reading development.

SWALANDER, L., & TAUBE, K. (2007). Influences of family based prerequisites, reading attitude, and self-regulation on reading ability. *Contemporary Educational Psychology, 32*(2), 206-230.

Investigates the effect of self-regulated learning, motivation, and learning strategies, reading attitude, and family-based prerequisites on reading ability in 4,018 eighth graders who completed the IEA reading literacy test, the self-regulated learning questionnaire and a student questionnaire about their background. Analyzes data using exploratory factor analysis (EFA). Details that the self-regulated learning questionnaire did not measure the intended three dimensions, but did measure two: Verbal/General academic self-concept and a new dimension called Goal-oriented strategies. Structural equation modeling with a cross-validation sample was conducted to determine the effects in the final model. Reveals that the strongest effect on reading ability was from Verbal/General academic self-concept. Finds that girls read better with narrative and expository texts, had a more positive reading attitude, and more positive verbal self-concept, whereas boys had a higher academic self-concept (not domain-specific), self-efficacy, control expectation, and reported more memorizing, elaboration, and instrumental motivation.

WINN, B. D., SKINNER, C. H., OLIVER, R., HALE, A. D., & ZIEGLER, M. (2006). The effects of listening while reading and repeated reading on the reading fluency of adult learners. *Journal of Adolescent & Adult Literacy, 50*(3), 196-205.

Uses a within-subjects design to evaluate and compare the effects of listening while reading (LWR) and repeated readings (RR) on reading fluency in adults reading at about fourth- or fifth-grade level. Confirms previous studies with children and adolescents that showed LWR and RR did increase reading fluency, but neither was more effective than the other. Suggests that the opportunity to read with LWR caused the adult participants' increases in rereading fluency. Supports the need for more studies on whether strategies that have been empirically validated with children produce similar effects in adults.

Other Related Research:

ALMASI, J. F., GARAS-YORK, K., SHANAHAN, L. (2006). Qualitative research on text comprehension and the report of the National Reading Panel. *The Elementary School Journal, 107*(1), 37-66.

APPLEGATE, M., QUINN, K., & APPLEGATE, A. J. (2006). Profiles in comprehension. *The Reading Teacher, 60*(1), 48-57.

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DAVID, D., WADE-WOOLLEY, L., KIRBY, J. R., & SMITHRIM, K. (2007). Rhythm and reading development in school-age children: A longitudinal study. *Journal of Research in Reading, 30*(2), 169-183.

EHRI, L. C., DREYER, L. G., FLUGMAN, B., & GROSS, A. (2007). Reading rescue: An effective tutoring intervention model for language-minority students who are struggling readers in first grade. *American Educational Research Journal, 44*(2), 414-448.

ENNEMOSER, M., & SCHNEIDER, W. (2007). Relations of television viewing and reading: Findings for a 4-year longitudinal study. *Journal of Educational Psychology, 99*(2), 349-368.

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GUSTAFSSON, J., & ROSEN, M. (2006). The dimensional structure of reading assessment tasks in the IEA reading literacy study 1991 and the progress in international reading literacy study 2001. *Educational Research and Evaluation, 12*(5) 445-468.

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KIM, J. S. (2006). Effects of a voluntary summer reading intervention on reading achievement: Results from a randomized field trial. *Educational Evaluation and Policy Analysis, 28*(4), 335-355.

KUHN, M. R., SCHWANENFLUGEL, P. J., MORRIS, R. D., MORROW, L. M., WOO, D. G., MEISINGER, E. B., ET AL. (2006). Teaching children to become fluent and automatic readers. *Journal of Literacy Research, 38*(4), 357-387.

McGill-Franzen, A., Zmach, C., Solic, K., & Zeig, J. L. (2006). The confluence of two policy mandates: Core reading programs and third-grade retention in Florida. *The Elementary School Journal, 107*(1), 67-91.

Mesmer, H. A. E. (2006). Beginning reading materials: A national survey of primary teachers' reported uses and beliefs. *Journal of Literacy Research, 38*(4), 389-425.

Morrow, L. M., Kuhn, M. R., & Schwanenflugel, P. J. (2006). The Family Fluency Program. *The Reading Teacher, 60*(4), 322-333.

O'Brien, D., Beach, R., & Scharber, C. (2007). "Struggling" middle schoolers: Engagement and literate competence in a reading writing intervention class. *Reading Psychology, 28*(1), 51-73.

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Pressley, M., Mohan, L., Raphael, L. M., & Fingeret, L. (2007). How does Bennett Woods Elementary produce such high reading and writing achievement? *Journal of Educational Psychology, 99*(2), 221-240.

Pretorius, E. J., & Maphoko Mampuru, D. (2007). Playing football without a ball: Language, reading and academic performance in a high-poverty school. *Journal of Research in Reading, 30*(1), 38–58.

Samuels, J. (2006). Looking backward: Reflections on a career in reading. *Journal of Literacy Research, 38*(3), 327-344.

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Whalley, K., & Hansen, J. (2006). The role of prosodic sensitivity in children's reading development. *Journal of Research in Reading, 29*(3), 288-303.

Wise, J. C., Sevsik, R. A., Morris, R. D., Lovett, M. W., & Wolf, M. (2007). The growth of phonological awareness by children with reading disabilities: A result of semantic knowledge or knowledge of grapheme-phoneme correspondences? *Scientific Studies of Reading, 11*(2), 151-164.

Second Language Literacy

August, D., Francis, D. J., Hsu, H.-Y. A., & Snow, C. E. (2006). Assessing reading comprehension in bilinguals. *The Elementary School Journal, 107*(2), 221-238.

Describes three studies of English language learners in grades two through six intended to develop and validate a new measure of reading comprehension called the Diagnostic Assessment of Reading Comprehension (DARC). Provides teachers with information in four dimensions of comprehension (text inferencing, text memory, background knowledge, and knowledge integration) to better facilitate adapted instruction to meet individual students' needs. Minimizes the need for high levels of English oral proficiency or decoding ability. Findings demonstrate the potential value, usability, and discriminative capacity of the DARC, especially as it allows aspects of the comprehension process to be measured independently for elementary second language learners.

Bernhard, J., Cummins, J., Campoy, F. I., Ada, A. F., Winsler, A., & Bleiker, C. (2006). Identity texts and literacy development among preschool English language learners: Enhancing learning opportunities for children at risk for learning disabilities. *Teachers College Record, 108*(11), 2380-2405.

Describes the implementation of the *Early Authors Program*, in which preschool students, their teachers, and families create texts about themselves and the important things in their lives. Collects a wide variety of data from 367 children, including standardized language assessments, teacher evaluations of literacy skills, literacy environment assessments, and interviews with the literacy specialists who guided the program. Finds both academic and affective gains for the students and the classroom instructional programs. Suggests that programs that engage and empower young students who are likely to experience school-related difficulties may have profound effects on their long-term academic success.

BIGELOW, M., DELMAS, R., HANSEN, K., & TARONE, E. (2006). Literacy and the processing of oral recasts in SLA. *TESOL Quarterly, 40*(4), 665-689.

Examines the role of native and second language literacy on the acquisition of oral skills in English by studying Somali adolescents with low and intermediate print literacy as they interact with the researchers on tasks designed to elicit a range of oral skills (i.e., ability to detect corrections on incorrect interrogative forms, and the ability to incorporate the correction when recalling it). Frames study as a partial replication of Philp's (2003) study of highly literate college students. Finds that participants, as a group, showed no significant effects for length of the correction or for the number of changes to the participants' initial utterance in the correction, compared to Philp's highly educated participants who were constrained by both factors. Within the study group, finds that the more literate group recalled all corrections significantly better and was less constrained by multiple corrections than the less literate group. Argues that adolescent and adult learners with limited formal schooling must be included more in research on literacy and second language acquisition to understand a wider range of learning experiences, strengths, and needs.

CULATTA, B., REESE, M., & SETZER, L. A. (2006). Early literacy instruction in a dual-language (Spanish-English) kindergarten. *Communication Disorders Quarterly, 27*(2), 67-82.

Examines the effectiveness of an early literacy program in Spanish and English focusing on phonological awareness skills within meaningful and engaging classroom activities. Conducts ANCOVAs with time and implementation of instruction as independent variables; scores on rhyme, alliteration, blending and word recognition as the dependent variables; and performance as the covariate. Finds performance gains related to the presence of instruction, especially in the area of alliteration. Observes very high levels of student engagement throughout the treatment in large part because of the active, hands-on nature of activities, and makes recommendations for future applications, including increasing the length or intensity of instruction for students with very low beginning literacy skills.

EHRI, L. C., DREYER, L. G., FLUGMAN, B., & GROSS, A. (2007). Reading rescue: An effective tutoring intervention model for language-minority students who are struggling readers in first grade. *American Educational Research Journal, 44*(2), 414-448.

Collected evidence from 64 low-socioeconomic status, language-minority first grade students with reading difficulties to document the effectiveness of a comprehensive tutoring intervention model, Reading Rescue, in this quasi-experimental study. Trained and then compared the tutoring provided by paraprofessionals, credentialed teachers, and reading specialists in five urban schools. Explained the components taught during each session, the materials used, and shared in the findings how the Reading Rescue treatment compared to control groups. Results indicated that the first grade, language-minority struggling readers who received the intervention made significantly greater improvement in reading than their peers who did not receive the tutoring/intervention. Intervention students' learning provided results that demonstrated reading texts at an independent level, not at the instructional level as often suggested, strongly and positively correlated with reading growth. Data demonstrated that tutoring was more effective than small-group instruction for teaching reading to struggling readers.

SÁNCHEZ, I. G., & ORELLANA, M. F. (2006). The construction of moral and social identity in immigrant children's narratives-in-translation. *Linguistics and Education, 17*(3), 209-239.

Analyzes immigrant children's identities and practices involved in serving as translators and mediators in parent-teacher conferences. Finds that children often downplayed teacher praise and exaggerated their own individual responsibility for problems; this resulted in parents focusing on these problems and promoting the need for children to assume individual responsibility, a stance reflecting both children's and parents' socialization into the discourses of schooling.

SAUNDERS, W. M., FOORMAN, B. R., & CARLSON, C. D. (2006). Is a separate block of time for oral English language development in programs for English learners needed? *The Elementary School Journal, 107*(2), 181-198.

Observes 85 kindergarten classrooms that varied in program type and whether or not they had a separate time in the day for oral English language development. Finds that classrooms with separate English language development time spent more time on oral language and literacy activities. Students in these classrooms have significantly higher language and literacy scores on a standardized measure when controlled for beginning-of-the-year performance. Recommends institutionalizing a language development block within programs for English learners, but suggests that efforts be made to ensure that these blocks include an academic language focus to support students' future school success.

SHE, H. H., & KE, C. (2007). Radical awareness and word acquisition among nonnative learners of Chinese. *Modern Language Journal, 91*(1), 97-111.

Examines three levels of knowing and using Chinese submorphemic (radical) knowledge among 140 adult beginning and intermediate learners of Chinese as a foreign language at nine U.S. colleges and universities. Used a radical perception test, a radical knowledge test, a radical knowledge application test, and a vocabulary test to assess learner knowledge and skill. Finds that alphabetic readers in beginning-level Chinese classes advanced rapidly during their first year of study and were aware of the internal structure complexity and compositional relationship of the radicals within a character, even with little knowledge of Chinese radicals. Finds that radical knowledge, perception, and application skills do not develop synchronously across levels, but that each shows a unique developmental trend. Authors argue that an accuracy rate of 71% for high-frequency radicals after 3 years of study shows the difficulty of learning both semantic and phonetic radicals and that to bridge the gap between radical knowledge and its application students must have meaningful practice in their everyday learning.

WRIGHT, W. E., & CHOI, D. (2006). The impact of language and high-stakes testing policies on elementary school English language learners in Arizona. *Education Policy Analysis Archives, 14*(13). Retrieved July 1, 2007, from http://epaa.asu.edu/epaa/v14n13/

Surveys 40 third-grade Arizona teachers regarding their perceptions of the Proposition 203 restrictions on bilingual education and sheltered English immersion, NCLB, and state-wide testing. Finds that teachers are highly confused about what they can and cannot do related to bilingual education; perceive little positive benefits of these policies; indicate that their ELL students are receiving mainstream, sink-or-swim instruction; and believe that high-stakes tests are inappropriate for ELL students and foster instruction that does not meet their needs.

YI, Y. (2007). Engaging literacy: A biliterate student's composing practices beyond school. *Journal of Second Language Writing, 16*(1), 23-39.

Examines a 1.5 generation immigrant high school student's writing activities focusing on non-academic voluntary literacy practices beyond the classroom. Finds that Joan, the participant, originally from Korea, uses sophisticated and multilingual composing skills in online interactive environments. Joan uses a range of first and second text genres, seeks out peer feedback,

skillfully manipulates a mixed-code variety of English and edits her poems and other writing in her out-of-school writing activities. Argues that the quality and quantity of Joan's out-of-school literacy practices blur the line between first and second language composing practices and have the potential to inform in-school teaching practices.

Other Related Research:

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BAE, J. (2007). Development of English skills need not suffer as a result of immersion: Grades 1 and 2 writing assessment in a Korean/English two-way immersion program. *Language Learning, 57*(2), 299-332.

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BASHIR-ALI, K. (2006). Language learning and the definition of one's social, cultural, and racial identity. *TESOL Quarterly, 40*(3), 628-639.

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with it? A case study of academic language instruction in a high school "English Learner Science" class. *Journal of English for Academic Purposes, 6*(1), 36-54.

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STROUD, C., & WEE, L. (2007). A pedagogical application of liminalities in social positioning: Identity and literacy in Singapore. *TESOL Quarterly, 41*(1), 33-54.

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VAUGHN, S., MATHES, P., LINAN-THOMPSON, S., CIRINO, P., CARLSON, C., POLLARD-DURDOLA, S., ET AL. (2006). Effectiveness of English intervention of first-grade English language learners at risk for reading problems. *The Elementary School Journal, 107*(2), 153-180.

WANG, M., & KODA, K. (2007). Commonalities and differences in word identification skills among learners of English as a second language. *Language Learning, 57*(s1), 201-222.

WEISBERG, R. (2006). *Connecting speaking and writing in second language writing instruction.* Ann Arbor: The University of Michigan Press.

WILLIAMS, T., HAKUTA, K., HAERTEL, E., ET AL. (2007). *Similar English learner students, different results: Why do some schools do better? A follow-up analysis, based on a large-scale survey of California elementary schools serving low-income and EL students.* Mountain View, CA: EdSource.

YAMASHITA, J. (2007). The relationship of reading attitudes between L1 and L2: An investigation of adult EFL learners in Japan. *TESOL Quarterly, 41*(1), 55-79.

YOUNG, T. A., & HADAWAY, N. L. (EDS.). (2006). *Supporting the literacy development of English learners.* Newark, DE: International Reading Association.

ZWIERS, J. (2006). Integrating academic language, thinking, and content: Learning scaffolds for non-native speakers in the middle grades. *Journal of English for Academic Purposes, 5*(4), 317-332.

Technology/Media/Information Literacy

BAKER, E. A. (2007). Elementary classroom Web sites: Support of literacy within and beyond the classroom. *Journal of Literacy Research, 39*(1), 1-36.

Analyzes how the use of newsletters, external links, and supports for publishing on Web sites served to foster elementary students' literacy practices. All sites supported basal/skills approaches; half supported process-writing approaches; one-third supported literature-based approaches; sites also fostered parental involvement. There was little or no support for acquiring facility in informational searches and analysis; peer interactions through zines, blogs, podcasts, fan fiction, or IM'ing; or evidence that teachers are using these sites to promote uses of new digital literacies.

BARRETT, H. C. (2007). Researching electronic portfolios and learner engagement: The REFLECT Initiative. *Journal of Adolescent and Adult Literacy, 50*(6), 436-449.

Analyzes uses of TaskStream electronic portfolios in 20 schools in eight states and Brazil based on observations of teacher use, surveys, and teacher reflections. Finds that in six schools, students were simply using portfolios for storage of work with little feedback. In seven schools, students experienced primarily teacher feedback; in seven other schools, students experienced both teacher and peer feedback. Most successful portfolio use occurred in students with school-wide implementation, particularly with teachers with an understanding of reflection and technology integration, while the least successful use occurred with single teacher use or teachers lacking support for using portfolios.

BROOKS, G., MILES, J. N. V., TORGERSON, C. J., & TORGERSON, D. J. (2006). Is an intervention using computer software effective in literacy learning? A randomised controlled trial. *Educational Studies, 32*(2), 133-143.

Highlights an urgent need to rigorously evaluate computer software that supports literacy learning. Using a pragmatic randomized controlled trial among pupils aged 11–12 within a single state comprehensive school in the north of England, researchers compared one group receiving 10 hours of literacy learning delivered via laptop computers with a control group. Both groups received normal literacy instruction except that the laptop was used to deliver instruction in the intervention. Using a pre-test and two post-tests in spelling and literacy, after adjusting for pre-test scores, there was a slight but non-statistically significant increase in spelling scores associated with the ICT intervention, and a statistically significant decrease in reading scores.

COIRO, J., & DOBLER, E. (2007). Exploring the online reading comprehension strategies used by sixth-grade skilled readers to search for and locate information on the Internet. *Reading Research Quarterly, 42*(2), 214-257.

Explores the nature of reading comprehension processes while reading on the Internet. Eleven sixth-grade students with the highest combination of standardized reading scores, reading report card grades, and Internet reading experiences were selected from a population of 150 sixth graders in three different middle schools in the central and northeastern United States. These 11 skilled readers met individually with a researcher and completed two separate tasks that involved reading within multilayered websites or using the Yahooligans! search engine. Students answered specific questions about their strategy use in a follow-up interview after each reading session. Using think-aloud protocols, field observations, and semi-structured interviews to provide insights on the nature of online reading comprehension, researchers found that successful Internet reading experiences appeared to simultaneously require both similar and more complex applications of reading processes typically used with print text, and suggest that reading Internet text prompts a process of self-directed text construction that may explain the additional complexities of online reading comprehension.

FOEHR, U. G. (2006). *Media multitasking among American youth: Prevalence, predictors and pairings.* Menlo Park, CA: Kaiser Family Foundation. Retrieved June 12, 2007, from http://www.kff.org/entmedia/upload/7592.pdf.

Investigates the prevalence and qualities of media multitasking based on survey data from 7th to 12th graders using a stratified, two-stage national probability sample, randomly selecting schools from a list of approximately 80,000 public, private, and parochial schools in the U.S.; in stage 2, randomly selects grades and classes within grades that would participate (n=2032). Students who completed the basic questionnaire were also invited to keep a seven-day, media-use diary, a procedure which produced a self-selected (thus non-representative) diary sample of 694 students. Finds that adolescents who are exposed to more media are more likely to media multitask to accommodate the use of more media. 80% of adolescents were more likely to engage in some form of multitasking, particularly when reading, surfing the Net, IM'ing, and playing computer games, and were less likely to multitask while watching TV or playing videogames. Females were more likely to multitask than males. 30% report engaging in multitasking (e.g., IM'ing, surfing the Web, or emailing) "most of the time" while doing their homework, particularly when doing their homework on the computer. Race, age, income, and education, often predictors of media use, were not significant predictors for engaging in multitasking.

HOBBS, R. (2007). *Reading the media in high school.* New York & Newark, DE: Teachers College Press & International Reading Association.

Examines the development, implementation, and influence of a year-long media literacy curriculum formulated by seven teachers in one high school on 11th graders' use of critical thinking and communication skills. Students engaged in analysis of a range of different print and media journalism, advertising, and literary texts employing critical questions related to media representations and ideological perspectives, as well as constructing their own texts. Qualitative and quantitative analysis found that, in contrast to a control group that did not receive this instruction, students increased in their ability to critically analyze advertising as well as increased in their ability to summarize and analyze rhetorical techniques in print texts, indicating transfer of media literacy instruction to print-based texts.

HOUSE, J. D. (2007). Relationships between computer use, instructional strategies, and interest in reading for students in Hong Kong and the United States: Results from the PIRLS 2001 Assessment. *International Journal of Instructional Media, 34*(1), 91-104.

Examines the relationship between the use of specific instructional strategies and classroom practices and student motivation for reading. Students included in these analyses were from the PIRLS 2001 International Samples (fourth-graders) from Hong Kong and the United States. There were 4,008 students from Hong Kong and 3,140 students from the United States who completed all of the measures used in this study. The researcher found that students who used computers more frequently to write reports or stories and to look up information also tended to show greater interest in reading. In addition, several instructional strategies used to teach reading were positively associated with student interest in reading. The results of this study build upon previous research findings by simultaneously assessing the effects of several teaching strategies and computer activities on student enjoyment for reading. Several instructional strategies for teaching reading have the simultaneous goals of improved learning outcomes and increased student motivation for engaging in reading activities. These findings also extend previous research by examining students from cross-cultural settings as part of a comprehensive international assessment.

JACOBS, G. E. (2006). Fast times and digital literacy: Participation roles and portfolio construction within Instant Messaging. *Journal of Literacy Research, 38*(2), 171-196.

Draws on discourse analysis of identity/portfolio construction in fast-track capitalism and cultural historical activity theory to analyze high school students' IM'ing practices. Finds that in one female's IM'ing activity (driven by acquiring information for an AP History exam) and in constructing her portfolio mediated by uses of digital tools, she assumed the roles of consumer, producer, and distributor. These roles were associated with being collaborative, flexible, and interactive, and followed CMC communication conventions operating in her peer's community. Suggests the need for studies of students who have not acquired or have limited access to digital literacies and argues for their importance for operating in a fast-track economy.

Jocson, K. M. (2006). "Bob Dylan and hip hop": Intersecting literacy practices in youth poetry communities. *Written Communication, 23*(3), 231-259.

Examines evidence of hybrid expressions of popular culture in seven high school students' poetry writing and performance as a means of negotiating identities across different social worlds associated with construction of third spaces. Analyzes students' poetry in terms of practice, process, and product as illustrated by a case-study description of one 17-year-old African American student. Finds that the student uses hybridity and mixing of genres to develop his agency as not only consumer, but also producer of popular culture constituting his identities as a poet, performer, and mentor within a poetry performance organization. Suggests the need to employ poetry, spoken word, and slam competitions to broaden students' conceptions of literacy.

Leander, K., & Frank, A. (2006). The aesthetic production and distribution of image/subjects among online youth. *E–Learning, 3*(2), 185-206.

Analyzes two adolescents' online text construction in terms of their aesthetic use of images and texts constituting embodied expressions of identity with school and home contexts: Sophia's fan site for a punk rock band and Brian's online gaming, which involves the construction of images about the band as part of online gaming. Finds that these participants are continually altering, modifying, sharing, and remixing images as social practices constituting their identity construction.

Lenhart, A., & Madden, M. (2007). Teens, privacy and online social networks: How teens manage their online identities and personal information in the age of MySpace. *Pew Internet & American Life Project.* Retrieved June 13, 2007, from http://www.pewinternet.org/PPF/r/211/report_display.asp

Conducts a national survey of 935 teen uses of social network sites. Finds that 91% of teens use these sites to maintain friendships, particularly females ages 15–17. 85% had profiles on MySpace, followed by 7% on Facebook. Finds that the 55% of teens who have profiles restrict them in some manner, for example, 66% of profiles are not visible to all users and teens rarely post private contact information. Suggests that beliefs about teens' problematic use of these sites may be exaggerated.

Livingstone, S. (2006). Drawing conclusions from new media research: Reflections and puzzles regarding children's experience of the Internet. *The Information Society, 22*(4), 219-230.

Reviews research from the UK Children Go Online project (Livingstone & Bober, 2005), related to 1,511 9-19 year-olds' Internet use. Posits that use often depends on the nature and extent of children's home access (e.g., computers in personal bedrooms, etc.) and finds variations in access related to age, class, and gender. Boys in the home spend more time online and are more likely to access risky material than girls, who access a broader range of civic sites. Internet uses and expertise shift between ages 9 and 19, with early adolescents engaging in more risky access/practices (i.e., disclosure of private information) without the awareness exhibited by older adolescents. Acquiring more expertise may lead to higher risk access that may not be altered through Internet literacy instruction or parental monitoring. While they are engaged with Internet ac-

tivities, they often do not sustain a given activity over time, particularly in terms of interactivity (for example, creating a site but not putting it online).

MALOCH, B., & KINZER, C. (2006). The impact of multimedia cases on preservice teachers' learning about literacy teaching: A follow-up study. *The Teacher Educator, 41*(3), 158-171.

Explores the influence of multimedia cases in preservice literacy methods courses by following a set of preservice teachers into their first years of teaching. Analysis of the survey and interview data yielded three salient themes. First, respondents reported that their methods courses had positively influenced their teaching. Second, respondents reported several factors (e.g., active involvement during class time, the enthusiasm of the instructor) as influential in their recall of course content. Third, respondents reported that the use of the multimedia cases influenced their learning, both during their teacher education program and in their current teaching. The follow-up study offers insight into the connections teachers make between their teacher education programs and their later teaching and serves as an impetus for future research into the potential benefits of using multimedia cases as a way to situate preservice teacher learning in real problems.

SELWYN, N. (2006). "Digital disconnect" between Net-savvy students and their schools. *Learning, Media & Technology, 31*(1), 5-17.

Replicates Levin and Arafeh's (2002) US study which solicited online stories from students detailing how they used the Internet for school. Responses from 84 UK secondary school students show that just over half felt restricted in their Internet use at school. Unlike students in the original US study, the primary disconnect between UK Internet-using students and their schools was not one of physical access but the restriction of their Internet use through school rules and content filters, firewalls, and other technologies of control. Although some students were frustrated with their schools' technology provisions, most were somewhat sympathetic with their schools' less-than-perfect information technology provision.

THOMAS, A. (2006). Fan fiction online: Engagement, critical response and affective play through writing. *Australian Journal of Language & Literacy, 29*(3), 226-239.

Analyzes the literacy and writing practices as well as interview perceptions of 400 members involved in role-play and writing activities in an online fan fiction world (Middle Earth Insanity). Finds that these practices afforded participants opportunities to not only engage in critical responses to their reading but also construct identities as members of a social community.

WEST, W., ROSSER, B. R. S., MONANI, S., & GURAK, L. (2006). How learning styles impact e-learning: A case comparative study of undergraduate students who excelled, passed, or failed an online course in scientific/technical writing. *E-Learning, 3*(4), 534-543.

Examines the influence of learning style and previous Internet experience on college students' grades in an online technical writing course. Finds that students who had higher grades devoted more online time engaged in coursework versus less time engaged in online social interaction with friends. They also had more experience and study habits consistent with online learning had higher grades than did students with the opposite traits. Suggests the need for more explicit instruction in online study habits to ensure success in online writing courses.

TIERNEY, R. J., BOND, E., & BRESLER, J. (2006). Examining literate lives as students engage with multiple literacies. *Theory Into Practice, 45*(4), 359-367.

Reports on a longitudinal study of 140 high school students. Examines students' literate lives as they engage with multiple literacies. Presents results that show multiple literacies as enhanced ways of learning, collaborative engagement, and students' future learning, yet contends that new literacies, particularly those associated with digital technologies, meet resistance due to

entrenched practices, including standards, accountability, and assessments that are viewed as incompatible with new literacies.

Other related research:

ADAMS, A., & BRINDLEY, S. (2007). *Teaching secondary English with ICT.* Maidenhead, Berkshire, UK: Open University Press.

ALIM, H. S. (2006). *Roc the mic right: The language of hip hop culture.* New York: Routledge.

ANDREWS, R., & HAYTHORNTHWAITE, C. (EDS.). (2007). *The SAGE handbook of e-learning research.* Thousand Oaks, CA: Sage.

BLACK, R. W. (2006). Language, culture, and identity in online fanfiction. *E-Learning, 3*(2), 170-184.

BOON, S., JOHNSTON, B., & WEBBER, S. (2007). A phenomenographic study of English faculty's conceptions of information literacy. *Journal of Documentation, 63*(2), 204–228.

BRERETON, P., & O'CONNOR, B. (2007). Pleasure and pedagogy: The consumption of DVD add-ons among Irish teenagers. *Convergence: The International Journal of Research into New Media Technologies, 13*(2), 143-155.

BRYANT, J. A., SANDERS-JACKSON, A., & SMALLWOOD, A. M. K. (2006). IMing, text messaging, and adolescent social networks. *Journal of Computer-Mediated Communication, 11*(2), 577-592. Retrieved June 12, 2007, from http://jcmc.indiana.edu/vol11/issue2/bryant.html

CARLSSON, U., & VON FEILITZEN, C. (EDS.). (2006). *In the service of young people? Studies and reflections on media in the digital age.* Göteborg, Sweden: Nordicom, The International Clearinghouse on Children, Youth and Media.

CASE, D. O. (2006). *Looking for information, second edition: A survey of research on information seeking, needs, and behavior.* New York: Academic Press.

CHANDRASEGARAN, A., & KONG, K. M. C. (2006). Stance-taking and stance-support in students' online forum discussion. *Linguistics and Education, 17*(4), 374-390.

DAVIES, M. M., & MOSDELL, N. (2007). *Practical research methods for media and cultural studies: Making people count.* Athens, GA: University of Georgia Press.

ERICSSON, P. F., & HASWELL, R. (EDS.). (2006). *Machine scoring of student essays: Truth and consequences.* Logan: Utah State University Press.

EVANS, E., & PO, J. (2007). A break in the transaction: Examining students' responses to digital texts. *Computers and Composition, 24*(1), 56-73.

FLOOD, J., HEATH, S. B., & LAPP, D. (EDS.). (2007). *Handbook of research on teaching literacy through the communicative and visual arts, Volume II.* Mahwah, NJ & Newark, DE: Lawrence Erlbaum & IRA.

GIBSON, D., ALDRICH, C., & PRENSKY, M. (EDS.). (2006). *Games and simulations in online learning: Research and development frameworks.* Hershey, PA: IGI Global.

GIBSON, C. (2006). *Student engagement and information literacy.* Chicago: Association of College and Research Libraries.

GUZZETTI, B. J. (2006). Cybergirls: Negotiating social identities on cybersites. *E-Learning, 3*(2), 158-169.

HAWISHER, G. E., & SELFE, C. L. (EDS.). (2007). *Gaming lives in the twenty-first century: Literate connections.* Basingstoke, NY: Palgrave Macmillan.

HEWETT, B. L. (2006). Synchronous online conference-based instruction: A study of whiteboard interactions and student writing. *Computers and Composition, 23*(1), 4-31.

HODKINSON, P., & DEICKE, W. (2007). *Youth cultures: Scenes, subcultures and tribes.* New York: Routledge.

JAFARI, A., & KAUFMAN, C. (2006). *Handbook of research on e-portfolios.* Hershey, PA: Idea Group Reference.

JOENG. W. (2007). Instant messaging in on-site and online classes in higher education. *Educause Quarterly, 30*(1). Retrieved June 14, 2007, from http://www.educause.edu/apps/eq/eqm07/eqm0714.asp

JOINSON, A. N., MCKENNA, K. Y. A., POSTMES, T., & REIPS, U. (EDS.). (2007). *The Oxford handbook of Internet psychology.* New York: Oxford University Press.

JUWAH, C. (ED.). (2006). *Interactions in online education: Implications for theory and practice.* New York: Routledge.

KAPTELININ, V., & NARDI, B. A. (2006). *Acting with technology: Activity theory and interaction design.* Cambridge, MA: MIT Press.

KORAT, O., & SHAMIR, A. (2007). Electronic books versus adult readers: Effects on children's emergent literacy as a function of social class. *Journal of Computer Assisted Learning, 23*(3), 248–259.

LANKSHEAR, C., & KNOBEL, M. (EDS.). (2006). *New literacies: Everyday practices and classroom learning* (2nd ed.). Berkshire, UK: Open University Press.

LEANDER, K. M., & LOVVORN, J. F. (2006). Literacy networks: Following the circulation of texts, bodies, and objects in the schooling and online gaming of one youth. *Cognition and Instruction, 24*(3), 291-340.

LEE, C. K.-M. (2007). Affordances and text-making practices in online instant messaging. *Written Communication, 24*(3), 223-249.

LENHART, A., & MADDEN, M. (2007). Social networking Websites and teens: An overview. *Pew Internet & American Life Project.* Retrieved June 13, 2007, from http://www.pewinternet.org/PPF/r/198/report_display.asp

LEU, D., COIRO, J., KNOBEL, M., & LANKSHEAR, C. (EDS.). (2007). *Handbook on Research on New Literacies.* Mahwah, NJ: Erlbaum.

LEUNG, K. W. Y., KENNY, J., & LEE, P. S. N. (EDS.). (2006). *Global trends in communication education and research.* Cresskill, NJ: Hampton Press.

LEVY, M., & STOCKWELL, G. (2006). *CALL dimensions: Options and issues in computer-assisted language learning.* Mahwah, NJ: Lawrence Erlbaum.

LIVINGSTONE, S. (2007). The challenge of engaging youth online: Contrasting producers' and teenagers' interpretations of websites. *European Journal of Communication, 22*(2), 165-184.

LUNSFORD, A. A. (2006). Writing, technologies, and the fifth canon. *Computers and Composition, 23*(2), 169-177.

MACKEY, M. (2007). *Mapping recreational literacies: Contemporary adults at play.* New York: Peter Lang.

MADDEN, A. D., FORD, N. J., & MILLER, D. (2007). Information resources used by children at an English secondary school: Perceived and actual levels of usefulness. *Journal of Documentation, 63*(3), 340-358.

MARSH, J. (2006). Emergent media literacy: Digital animation in early childhood. *Language & Education: An International Journal, 20*(6), 493-506.

MATTHEWS, J. (2006). Very young children's development in moviemaking. *Mind, Culture, and Activity, 13*(2), 130-156.

MCGRAIL, E. (2007). Laptop technology and pedagogy in the English language arts classroom. *Journal of Technology and Teacher Education, 15*(1), 59-85.

MCKEE, H. A., & DEVOSS, D. N. (EDS.). (2007). *Digital writing research: Technologies, methodologies, and ethical issues.* Cresskill, NJ: Hampton Press.

NOWAK, A., ABEL, S., & ROSS, K. (EDS.). (2007). *Rethinking media education: Critical pedagogy and identity politics.* Cresskill, NJ: Hampton Press.

OREY, M., MCCLENDON, J., & BRANCH, R. M. (EDS.). (2007). *Educational media and technology yearbook* (Vol. 37). Westport, CT: Libraries Unlimited.

PASSIG, D., & SCHWARTZ, G. (2007). Collaborative writing: Online versus frontal. *International Journal on E-Learning, 6*(3), 395-412.

SCHERFF, L., & PAULUS, T. (2006). Encouraging ownership of online spaces: Support for preservice English teachers through computer-mediated communication. *Contemporary Issues in Technology and Teacher Education, 6*(4), 354-373. Retrieved July 13, 2007, from http://www.citejournal.org/vol6/iss4/languagearts/article1.cfm

SEITER, E. (2007). *The Internet playground: Children's access, entertainment, and mis-education.* New York: Peter Lang.

SEFTON-GREEN, J. (2006). Youth, media and technology. *Review of Research in Education, 30*(1), 279-306.

SPICER, D. E., & DEDE, C. (2006). Collaborative design of online professional development: Building the Milwaukee Professional Support Portal. *Journal of Technology and Teacher Education, 14*(4), 679-700.

SQUIRE, K. (2006). From content to context: Videogames as designed experience. *Educational Researcher, 35*(8), 19-29.

STEINBERG, S. R., PARMAR, P., & RICHARD, B. (EDS.). (2006). *Contemporary youth culture: An international encyclopedia.* Westport, CT: Greenwood Press.

TAKAYOSHI, P., & SULLIVAN, P. (EDS.). (2006). *Labor, writing technologies, and the shaping of composition in the academy.* Cresskill, NJ: Hampton Press.

TENDERO, A. (2006). Facing versions of the self: The effects of digital storytelling on English education. *Contemporary Issues in Technology and Teacher Education, 6*(2), 174-194. Retrieved July 13, 2007, from http://www.citejournal.org/vol6/iss2/languagearts/article2.cfm

THIEL STERN, S. (2007). *Instant identity: Adolescent girls & world of IM.* New York: Peter Lang.

THOMAS, A. (2006). "MSN was the next big thing after Beanie Babies": Children's virtual experiences as an interface to their identities and their everyday lives. *E-Learning, 3*(2), 126-142.

WEISS, J., NOLAN, J., HUNSINGER, J., TRIFONAS, P. (EDS.). (2006). *The international handbook of virtual learning environments.* Dordrecht, The Netherlands: Springer.

WILDER, H., & MONGILLO, G. (2007). Improving expository writing skills of preservice teachers in an online environment. *Contemporary Issues in Technology and Teacher Education, 7*(1), 476-489. Retrieved June 13, 2007, from http://www.citejournal.org/vol7/iss1/languagearts/article1.cfm

Writing

APPLEBEE, A. N., & LANGER, J. A. (2006). *The state of writing instruction in America's schools: What existing data tell us.* Albany, NY: Center on English Learning & Achievement University at SUNY, Albany. Retrieved June 20, 2007, from http://cela.albany.edu

Based on analysis of NAEP writing data, finds that writing quality from 1978 to 2002 has remained relatively stable, as well as gaps between advantaged versus less advantaged students; that despite an increased emphasis on writing instruction, particularly for less-able students, students do little lengthy writing across the curriculum, with 40% of 12th graders reporting no writing over three pages; that increased use of high-stakes tests has shifted attention away from class time devoted to open-ended writing; that longer writing results in higher writing achievement; that writing involving analysis and interpretation as opposed to summary and story writing is related to writing achievement; that few family members review students' writing; that learning to employ prewriting activities is associated positively with writing achievement; and that in more recent NAEP assessments, more students are employing prewriting.

BARBIER, M. L., ROUSSEY, J., PIOLAT, A., & OLIVE, T. (2006). Note-taking in second language: Language procedures and self-evaluation of the difficulties. *Current Psychology Letters. Behaviour, Brain and Cognition, 20*(3), 557-584.

Examines the note-taking techniques of 22 Spanish and English students listening to lectures in French as a second language (L2) and in their first language (L1). Focuses on reported comprehension difficulties in note-taking, the volume of their notes and their fidelity to the source texts, and abbreviating procedures. Finds that students do not take notes differently in L1 and L2, but that they adjust their note-taking strategies differently.

BEAUFORT, A. (2007). *College writing and beyond: A new framework for university writing instruction.* Logan: Utah State University Press.

Tracks the writing development of a college student from a first-year composition course to writing in history and engineering major courses to post-college writing. Finds that the student had difficulty in transferring generic writing practices in the first-year writing course to specific disciplinary contexts. Argues for reframing the first-year composition course to focus on learning to write within specific contexts, as well as the need to address issues of transfer related to writing across the curriculum.

BOMBARO, C. (2007). Using audience response technology to teach academic integrity: "The seven deadly sins of plagiarism" at Dickinson College. *Reference Services Review, 35*(2), 296-309.

Explores the results of a session on plagiarism avoidance for first-year college students. During the session, audience response software was used to test students' knowledge of plagiarism. The software allowed individual students to respond anonymously to questions projected on-screen, using a remote-control device. Finds that students were better informed about academic honesty as a result of the session.

BREMNER, S. (2006). Politeness, power, and activity systems: Written requests and multiple audiences in an institutional setting. *Written Communication, 23*(4), 397-423.

Examines the use of politeness strategies employed in making email requests of others in a university setting regarding the development of a new curriculum, a setting analyzed as a dynamic activity system. Finds that writers are continually negotiating issues of their own status and positioning in framing requests related to institutional expectations and variations in their audiences' status within the workplace hierarchy, particularly in terms of addressing multiple audiences within single email texts. Writers balanced pragmatic needs of accomplishing tasks with construction of their identities within a workplace community related to, in some cases, writing simultaneously to audiences situated at different levels of the social and institutional hierarchy.

BURKE, J. N., & CIZEK, G. J. (2006). Effects of composition mode and self-perceived computer skills on essay scores of sixth graders. *Assessing Writing, 11*(3), 148-166.

Examines the effects of writing mode (handwritten versus word-processed) on essay scores of 6th grade students of differing computer skill levels. Finds significant effects for mode and computer skills for some essay elements. Concludes with implications for writing instruction and assessment.

CHAI, C. (2006). Writing plan quality: Relevance to writing scores. *Assessing Writing, 11*(3), 198-223.

Investigates writing plan quality and its relationship to the subsequent writing scores of Canadian students in grades 4, 7, and 10. A sample of 1,797 writing plans was assessed. Correlation and regression analyses were used to determine relationships between quality of writing plans and writing scores. Finds that higher quality writing plans are associated with higher writing scores.

CHO, K., SCHUNN, C. D., & CHARNEY, D. (2006). Commenting on writing: Typology and perceived helpfulness of comments from novice peer reviewers and subject matter experts. *Written Communication, 23*(3), 260-294.

Compares the types and amount of peer comments employed with the SWoRD online anonymous feedback tool with those of a subject-matter expert (not the instructor) given to students in two undergraduate and one graduate-level psychology courses. Finds that the expert's comments were more directive, summative, and longer than the students', whose comments included more praise as well as directive comments. Students did not perceive peer comments as less helpful than expert comments and appreciated both directive comments and praise. Graduate student peers voiced more critical comments than did undergraduates, suggesting that if graduate students work as composition instructors, they may need training in how to employ both praise and less judgmental feedback.

COFFIN, C. (2006). Learning the language of school history: The role of linguistics in mapping the writing demands of the secondary school curriculum. *Journal of Curriculum Studies, 38*(4), 413-429.

Analyzes the texts students have to write as part of the history curriculum in Australian secondary education. Three types of writing were identified: recording, explaining, and arguing. In the higher grades, a shift occurred toward less recording and more arguing, and toward the use of different grammatical and lexical resources. On the basis of the analysis, teaching and learning activities were designed by a team of linguists and history teachers. The aim was to improve students' writing skills and develop their historical knowledge. Finds positive changes in teachers' attitudes and behaviors regarding the role of language in learning history. Students' writing improved, especially with regard to text organization.

HARRIS, K. R., GRAHAM, S., & MASON, L. H. (2006). Improving the writing, knowledge, and motivation of struggling young writers: Effects of self-regulated strategy development with and without peer support. *American Educational Research Journal, 43*(2), 295-340.

Examines whether Self-Regulated Strategy Development (SRSD) would enhance the writing performance, knowledge, and motivation of struggling young writers. Instruction emphasized planning in writing stories and persuasive essays. 66 second-grade students were randomly assigned to three conditions: SRSD-only, SRSD with peer support, and a comparison condition. Children were taught in pairs by graduate students. Writing instruction in the comparison condition was delivered by the regular teacher. Finds that SRSD positively influenced students' writing performance and knowledge, as SRSD-students wrote longer, more complete, and qualitatively better texts than did comparison students, and peer support was found to enhance specific aspects of students' performance. No evidence was found that students' motivation was increased by SRSD instruction.

JUZWIK, M. M., CURCIC, S., WOLBERS, K., MOXLEY, K. D., DIMLING, L. M., & SHANKLAND, R. K. (2006). Writing into the 21st century: An overview of research on writing, 1999 to 2004. *Written Communication, 23*(4), 451-476.

Examines current trends in writing research, as reflected in a large body of refereed journal articles. Focuses on four issues: the dominant problems investigated, the prominent age groups, the relationship between age groups and problems, and the methodologies being used. Finds that writing instruction is among the most actively studied problems, whereas writing assessment and evaluation receive less attention. Research on writing instruction within preschool through 12th grade is dominant. However, research on genre, assessment, and bi- or multilingualism is scarce within this age group.

KECK, C. (2006). The use of paraphrase in summary writing: A comparison of L1 and L2 writers. *Journal of Second Language Writing, 15*(4), 261-278.

Investigates undergraduate university students' use of paraphrasing as a textual borrowing strategy when completing a summary task. Analyzes the use of paraphrasing by 79 L1 and 74 L2 writers. Finds that about 45% of an average summary was made up of paraphrases. L1 and L2 writers did not differ in the number of paraphrases used. Four paraphrase types were distin-

guished: Near Copy, Minimal Revision, Moderate Revision, and Substantial Revision. Finds that L2 writers used more Near Copies, borrowing entire clauses from the original.

MONROE, B.W., & TROIA, G. A. (2006). Teaching writing strategies to middle school students with disabilities. *Journal of Educational Research, 100*(1), 21-33.

Examines the writing performance of three middle school students with learning disabilities (LD) who received short-term, explicit instruction in a set of writing strategies for writing opinion essays. Students were taught to use multiple strategies for planning, revising, and self-regulating. Finds that the students improved their writing on five quality traits. The students outperformed a group of LD students who served as controls. Improvements were not attained in narrative writing.

PURCELL-GATES, V., DUKE, N. K., & MARTINEAU, J. A. (2007). Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching. *Reading Research Quarterly, 42*(1), 8-45.

Analyzes second and third grade students' uses of genre features in reading and writing of informational and procedural science texts in two conditions: reading/writing of texts only, versus reading/writing of texts with explicit analysis of language features. While there was no significant effect of instruction on reading or writing performance, there is a significant correlation between the authenticity of reading/writing in terms of engaging in purposeful activities and performance.

SMAGORINSKY, P., ZOSS, M., & REED, P. M. (2006). Residential interior design as complex composition: A case study of a high school senior's composing process. *Written Communication, 23*(3), 295-330.

Employs an Activity Theory approach to analyze a high school student's uses of composing processes and cultural artifacts as object-driven tools for constructing an interior home design. Finds that the student's drafting, calculator, and language tool use is mediated by cultural, narrative, and discipline-based knowledge of problem-solving protocols, aesthetics, design conventions, and logic, as well as the teacher's construction of an activity related to interior design in a gendered home economics class. Suggests that this challenging activity fostered greater student engagement than does composition instruction in classes driven by testing requirements.

STEVENSON, M., SCHOONEN, R., & DE GLOPPER, K. (2006). Revising in two languages: A multi-dimensional comparison of online writing revisions in L1 and FL. *Journal of Second Language Writing, 15*(3), 201-233.

Examines differences in online revisions of high school students, using thinking aloud and keystroke logging methods. Focuses on the inhibition of revision processes in FL writing, compared to revisions made in L1, and whether there is a relationship between specific kinds of revision and text quality. Finds that certain kinds of revisions (e.g., language revisions) are more frequent in FL. There were no indications that other kinds of revising were inhibited in FL. Finds a weak relation between revision frequencies and text quality.

STRAUSS, S., & XIANG, X. (2006). The writing conference as a locus of emergent agency. *Written Communication, 23*(4), 355-396.

Analyzes the discourses evident in specific interactional exchanges in ten writing conferences in an ESL college composition course. Finds that conferences provide a site for construction of student "emergent agency" constructed through collaborative coping with planning, translation, and composing tasks. Over time, students moved from initial uncertainty and negative self-perceptions to increased confidence in formulation of strategies for coping with problems and revisions reflecting an increased sense of agency mediated through apprenticeship in conferences.

TORRANCE, M., FIDALGO, R., & JESUS-NICASIO, G. (2007). The teachability and effectiveness of cognitive self-regulation in sixth-grade writers. *Learning and Instruction, 17*(3), 265-285.

Examines the effects of a Cognitive Self-Regulation Instruction program (CSRI) for teaching preplanning and revision of expository text to Spanish-speaking sixth-grade students. Short essays written by the students (at pre-test, post-test and after a 12 week delay) were compared with those of students who had followed an ordinary curriculum. Time-sampled self-reports were used to determine the effects on writing processes. Finds that CSRI led to an increase in text quality. Process measures showed a sustained increase in the time students spent on preplanning, but not on revising their text. There was no strong evidence for a causal relationship between changes in writing process and improvement in text quality.

UPPSTAD, P., & SOLHEIM, O. (2007). Aspects of fluency in writing. *Journal of Psycholinguistic Research, 36*(2), 79-87.

Examines differences in 'fluency' of spelling between a group of 9-year-old strong writers and a same-age group of poor writers by using a key-stroke logging program. Focuses on students' mastery of the doubling of consonants in Norwegian. Finds that the strong writers showed a higher awareness before writing doubled consonants than in other contexts. Questions the traditional view that the spelling of strong writers is characterized by automaticity.

WANZEK, J., VAUGH, S., & WEXLER, J. (2006). A synthesis of spelling and reading interventions and their effects on the spelling outcomes of students with LD. *Journal of Learning Disabilities, 39*(6), 528-543.

Reviews 19 spelling intervention studies aimed at improving the spelling of students with learning disabilities. Finds large effects from spelling intervention studies that included explicit instruction with multiple practice opportunities and immediate feedback on spelling accuracy. Other approaches, such as multi-sensory training and computer-assisted instruction, yielded moderate effects.

Other Related Research:

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AHRENHOERSTER, G. (2006). Will they still respect us in the morning?: A study of how students write after they leave the composition classroom. *Teaching English in the Two-Year College, 34*(1), 20-31.

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BRAAKSMA, M., RIJLAARSDAM, G., VAN DEN BERGH, H., & VAN HOUT-WOLTERS, B. H. A. M. (2006). What observational learning entails: A multiple case study. *L1–Educational Studies in Language and Literature, 6*(1), 31-62.

CHAPMAN, M. (2006). Research in writing, preschool through elementary, 1983-2003. *L1-Educational Studies in Language and Literature, 6*(2), 7-27.

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